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Abstract

The objectives, content, methods, and scope of Spanish instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES Spanish teachers is included. (WB)

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SPANISH in the Elementary Schools

GRADES 4-5-6

FL001 507

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FOREWORD

This publication presents an approach to the teaching of foreign language to elementary school pupils in grades 4, 5, and 6. It has been developed as a part of an experimental program initiated and now being carried out by the Division of Elementary Schools in cooperation with the Division of Curriculum Development. It was formulated by experienced language teachers and supervisors.

The primary emphasis in the program is on understanding and speaking Spanish. A limited number of elementary schools have been authorized to offer foreign language teaching to selected classes. They have been using the material presented in this publication in mimeographed form.

A limited edition of this publication has been prepared for distribution to schools as a record of the program which has been developed and to provide information to supervisors and others as to the possible curriculum implications of offering a foreign language to elementary school pupils.

JOHN B. KING
Associate Superintendent
Division of Elementary Schools

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January 7, 1963

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Introduction

There has been a growing national awareness of the need for more Americans to be able to communicate in a language other than English. This awareness has been accompanied by a renewed interest in all the aspects of foreign language learning and a realization of the need to reexamine not only the nature of language and of language learning, and the methods and materials used in language teaching, but also the length of time spent on language study.

Authorities agree that it takes a great deal of time to achieve competence in the communication skills of a foreign language. Even the most experienced language student will succeed in understanding and speaking a new language only in proportion as he spends time practicing these skills. Authorities agree too, that the young child, because of his ability to imitate and to reproduce sounds accurately, and because of his lack of self-consciousness, learns the communication skills much more quickly than does the adolescent or the adult.

In a report issued in August 1948,[1] a committee of the New York City Board of Education, appointed to consider the place and function of modern languages in the public schools, stated that "the immediate objective of foreign language teaching in the schools of New York City should be the practical one of communication." This report became the basis for the present course of study *Modern Languages and Latin: Grades* 8-12[2] which states that the immediate aim of instruction in the modern languages is "the progressive development of the power: to understand the spoken language; to speak the language; to read the language; to express in the written language, ideas within the limits of the pupil's ability."

To help attain these goals by providing for a longer sequence of foreign language learning, and by taking advantage of the fact that children usually learn to understand and speak languages more easily than adolescents and adults, New York City instituted in 1957 an experimental program for the teaching of French and Spanish in four classes of intellectually gifted children. Enthusiasm on the part of the children, teachers, supervisors and parents led to the expansion of the program, so that by January 1961 it included 162 foreign language classes in 74 schools and involved approximately 5000 pupils.

1. *The Place and Function of Modern Languages in the Public Schools* (A Committee Report; Jacob Greenberg, Chairman). New York: Board of Education, August, 1948.
2. *Modern Languages and Latin: Grades 8-12.* Board of Education of the City of New York. New York: The Board, 1959. 268 p.

In the New York City experimental foreign language program in the elementary school, the study of the language is limited to certain classes of intellectually gifted chidren. It is begun in the 4th grade and is continued through the 5th and 6th grades. In the 4th grade, 90 minutes per week and in the 5th and 6th grades 100 minutes per week are devoted to foreign language study.

All the foreign language teachers are licensed elementary school teachers who, in addition, have been examined and approved by the Director of Foreign Languages. Wherever possible, the classroom teacher is also the foreign language teacher. Where this is not feasible administratively, an exchange of classes is arranged for the foreign language period.

HOW TO USE THIS BULLETIN

This bulletin is intended as a guide to those teachers who are teaching Spanish in the 4th, 5th, and 6th grades of the elementary school.

The first part of the bulletin is devoted to an explanation of the philosophy, the objectives and the outline of content of the foreign language elementary school (FLES) program, as well as to the methods of teaching the various language skills. The second part of the bulletin develops in detail the various topics to be taught in the 4th, 5th, and 6th grades.

It is suggested that the teacher begin by reading carefully the first part of the bulletin. As she prepares her daily plans, she will find it helpful to refer frequently to and re-read specific sections, especially those which explain the techniques of teaching the various skills.

For the second part, which develops in detail each topic to be presented, a quick first reading is suggested in order to understand the general scope of the three year program. Teachers of first year language classes (4th grade) will then concentrate on the topics developed for that grade and prepare their plans from each topic sequentially. Teachers working with second year language classes (5th grade) will want to be completely familiar with the topics in the first year of instruction, since the development of the topics of the second year depends upon the learnings in the first year. Similarly, it is assumed that teachers assigned to 3rd year language classes (6th grade) will read carefully and know thoroughly the content and procedures involved in the first and second years of language instruction.

The topics as outlined in the first, second and third year of instruction are not intended as daily lesson plans. It may take weeks to cover a particular topic, depending on the class. Each topic consists of an "Introduction," "Suggested Procedure," "Suggested Vocabulary and Speech Patterns" and "Suggested Activities." Before beginning a topic with her class, the teacher will read the entire section devoted to that topic. In preparing her daily lesson plans, she will find that the "Introduction" will help by suggesting the most useful illustrative material. From the "Suggested Vocabulary and Speech Patterns" she chooses

only those words and expressions that can be learned in one particular lesson. In the "Suggested Procedure" she finds a variety of recommended ways of presenting and drilling the new patterns and vocabulary. Finally, she chooses from "Suggested Activities" those exercises, games, songs, etc. that would be most appropriate for that particular lesson.

A number of songs, poems and games are suggested for each topic. It is not intended that all the games, songs and poems listed be taught. The teacher will choose the one or ones she thinks most appropriate. Singing, reciting poems and playing games are some of the activities of the Spanish classroom. However, time should be apportioned in such a way that these activities are not carried out at the expense of the dialogue and pattern practice.

The dialogues in this bulletin are written in both the polite and the familiar forms. Some teachers will probably find it most natural to use the familiar form (tú) when speaking to the children. They will teach the children to use the familiar form among themselves and the polite form when addressing the teacher. Other teachers, on the other hand, may not be fluent in the use of *tú*. In such cases, it is suggested that the dialogues be taught in the polite form to insure accuracy as well as fluency. Nevertheless, as the children advance and begin practicing pattern drills based on verb forms, they should be taught to recognize and be able to use the *tú* form of each of the verbs studied.

The Foreign Language Program in the Elementary School

OBJECTIVES

The New York City elementary foreign language program has been planned not as an end in itself, but rather as the beginning of a long, unbroken sequence of foreign language learning. Authentic, systematic language learning is the keynote of the program, and the objectives are realistic and specific. It is expected that by the end of the 3rd year of foreign language instruction in the elementary school, the child will have developed progressively

the ability to listen to and understand a native speaker in a conversation based on a situation within the child's experience

the ability to express himself in the foreign language using the correct sound system in a conversation based on a situation within his experience

the ability to read aloud (using the correct sound system) and to read silently (with comprehension and without recourse to English translation) material which has been mastered audio-lingually

the ability to copy material that has been mastered audio-lingually and to write it from dictation, and the ability to do simple written exercises based on the structures learned.

In addition, it is hoped that the children in the FLES program will gradually develop an understanding and an insight into the behavior and thought processes of the people whose language they have been studying, since language is an integral part of the culture of a people. This will help break down their monocultural orientation and pave the way not only for acceptance but for appreciation of differences among peoples.

Finally, it is hoped that by the end of the 6th grade the children will have developed a favorable attitude toward foreign language study, and that, in the national interest, some will have been identified as having special aptitude.

RELATIONSHIP TO OTHER CURRICULUM AREAS

The elementary foreign language program is in harmony with the broad educational aims of the elementary school. The topics for each grade were chosen on the basis of the interests of children in the 4th, 5th, and 6th grades. The procedures and techniques take into consideration not only the nature of language

and of language learning, but also the nature of children's learning. For each topic developed, there are many suggested activities which correlate the foreign language with the program in arithmetic, art, health education, language arts, music, science, and social studies. It has been found that for some children the introduction of the foreign language has vitalized their interest in school.

Teaching the Language Skills

In this bulletin, an eclectic method of foreign language teaching is advocated with emphasis on the development of the understanding and speaking skills. The FLES committee deemed it advisable to take from all methods those features which would help attain the goals of the elementary foreign language program and to reject those that were not in harmony with the over-all philosophy of elementary education. It was agreed for example, that the basic language learnings (pronunciation, intonation, structural patterns, vocabulary, etc.) in a beginning language course should be the same in the elementary, junior and senior high school. Nevertheless, it was felt that the subject matter of the authentic conversational situations, which are the core of beginning second language learning, cannot be the same for elementary and secondary school children; that for the elementary school child, pattern drills need to be modified and not overly emphasized; that it is advisable to use a variety of devices to fix a pattern; that it is unwise to prescribe a routine to be followed rigidly during every foreign language lesson; that dialogues are valuable, but they need not be the jumping off point of every presentation.

Guiding Principles

In spite of the fact that there are conditions and procedures which are peculiar to the elementary language program, there are nevertheless fundamental principles of the nature of language and of language learning which are basic to sound language programs at any level. These principles are embodied in the following statements quoted from the writings of two recognized authorities in the field of foreign language, Nelson Brooks of Yale University, and Robert L. Politzer of the University of Michigan:

> "Elements of one language cannot be equated with those of another language." [1]

> "... the student learns the constructions of the foreign language by processes which work from *within* the foreign language, not through translation from his native tongue, and that he learns them by observation and by speaking the foreign language, not by speaking *about* it."[1]

1. Politzer, Robert L. *Teaching French: An Introduction to Applied Linguistics.* New York: Ginn and Company, 1960. 140 p.

"The psychology of second language learning must take into account three important facts which inevitably determine much of the learning process. First . . . that the native language interferes with the acquisition of the new one; second, that language is habit (or a complex of habits); and third, that language is an elaborate system."[1]

"Language is the most typical, the most representative and the most central element in any culture. Language and culture are not separable."[2]

In the application of these principles to the materials presented in this bulletin, the following suggestions are made:

Words and expressions are taught in context, never in isolation.

Associations are made between the foreign language and the object, picture or action, rather than with the English equivalent.

Spanish is the language of the classroom. English is used sparingly and only when necessary for purposes of economy. Sometimes, a brief advance explanation in English may save time. However, skipping back and forth from Spanish to English is to be avoided. To learn to speak a foreign language, a maximum amount of practice in speaking that language is needed.

Grammar is learned by imitation, repetition and analogy. Analysis and rules are put off until the more advanced course.

The ear and the tongue are trained before the eye. Every expression is heard and said before it is read and written.

The teacher guards against moving ahead too quickly and every lesson includes some review.

The teacher is the model and speaks at a normal rate of speed. The children, from the very start, express complete thoughts at normal speed and with the correct sound system.

The tempo of the language class is lively and maintained by well-timed changes from one activity to another.

In every presentation, choral response is used before individual response. This permits more oral participation by each pupil, eliminates embarrassment, and bolsters confidence.

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1. Politzer, Robert L. *Teaching French: An Introduction to Applied Linguistics.* New York: Ginn and Company, 1960.
2. Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace and Company, 1960.

Listening and Understanding

Ear training is an essential part of language learning. What has not been heard accurately cannot be reproduced accurately in speech. From the start children in the language class are taught to listen attentively and discriminatingly as the teacher models each utterance. The children have to listen attentively in order to understand the meaning, and discriminatingly in order to distinguish sounds and sound patterns which will have to be reproduced.

From the very beginning, the teacher uses a few new classroom commands and expressions each day and gradually builds up a repertoire of expressions which require spontaneous comprehension and action response. Early in the course, most of the youngsters learn to understand and to respond to such phrases as:

Atención
Escuchen
Repitan
Otra vez
Todos
Levántate
Siéntate
Cierra la puerta
En voz alta

Whenever possible, recordings and tapes related to the material learned are used to provide opportunities for listening to a variety of speakers.

The teaching of a song can help in ear training. First the teacher teaches the words and music of the song. Then, if possible, she plays a recording of the same song performed by a native singer.

The initial presentation of a dialogue requires concentrated listening on the part of the children. The performance of a dialogue depends upon two participants listening and responding in turn.

Question and answer exercises and chain drills are also accepted devices for the development of the ability to listen and understand as well as to respond accurately.

Eventually, the children's progress in listening comprehension will be demonstrated by their ability to answer questions based on a story which has been read aloud to them by the teacher. This story will be made up of a recombination of material already learned.

Speaking

Teaching children to speak in a foreign language includes teaching them what to say in a given situation and how to say it. The "how" involves a new sound system. The "what" involves a new set of tools or basic vocabulary and grammatical (structural) patterns which are peculiar to that language.

Pronunciation

Both the South American and the Castilian pronunciations are acceptable. The teacher will choose the pronunciation with which she is most comfortable and use it consistently.

Children will learn to pronounce well only if the teacher has a good pronunciation and if she insists on accurate or increasingly accurate imitation and repetition of what she says. Extensive use of pronunciation drills as such are not recommended on the elementary level. Children imitate well and are not self-conscious. If they are given a good model and enough opportunity to imitate and practice, their pronunciation will improve proportionately.

In presenting new material, the teacher first pronounces the sentence several times while the class listens. She walks around the room so that every child can hear her clearly. If the sentence is too long, it can be broken up into meaningful parts and drilled beginning from the last part of the sentence and building up to the beginning. This is known as the "backward build-up." For example:

. . . . . a la escuela.
. . . . . voy a la escuela.
A las ocho y media voy a la escuela.

The teacher then pronounces the complete sentence again and has the entire class imitate her in chorus. This is done several times and is followed by imitation and repetition by smaller groups, such as half of the class at a time, or first girls, then boys. Finally, individuals are asked to imitate and repeat. In the initial stage, the teacher corrects pronunciation errors as they occur, by offering again a correct model and by requiring more satisfactory imitation. Many teachers have found it efficient to work out sets of signals so that the children know when they are expected to listen; when they are expected to repeat in full chorus; when they are expected to repeat in smaller groups; when they are expected to repeat once or twice. This procedure helps maintain a lively tempo and a maximum of concentration and participation on the part of the class. The memorization of dialogues, jingles, and short poems can be used as exercises in pronunciation.

Vocabulary, Structures and Pattern Drills

Since pronunciation is not taught by isolated drills, the children learn how to pronounce at the same time that they learn what to say in a given situation.

To build up to the point where the members of the class can talk to one another on a specific topic, they must be taught the vocabulary and the basic structures involved in expressing a particular thought. It is important to remember that more time and effort should be spent on teaching structure than vocabulary. Vocabulary is useful only insofar as it helps to express

thoughts in authentic language. To express thoughts in authentic language, one must be able to manipulate the basic structures of that language.

The basic structures are taught by having the youngsters imitate and repeat sentences which are models of a particular structural item. After the imitation and repetition phase, the children learn to manipulate the structure by either expanding it or substituting one item for another and making the necessary changes. This is known as pattern practice by means of pattern drills.

It is possible to combine the teaching of vocabulary with pattern practice. For example, in the lessons on the family, which are taught in the first year of language instruction, before any conversation is possible, the children must know what is meant by *la familia, el padre, la madre, el hijo*. This is achieved by:

1. Presentation of each new word in association with a picture or a model.

2. Group and individual repetition of each new word in a complete sentence, the construction of which is based on a previously learned structural pattern. This can be done by repetition pattern drills and response pattern drills.

Repetition Drill

Aquí está la familia.	Aquí está la familia.
Aquí está el padre.	Aquí está el padre.
Aquí está la madre.	Aquí está la madre.
Aquí está el hijo.	Aquí está el hijo.

Response Drill

¿Dónde está la familia?	Aquí está la familia.
¿Donde está el padre?	Aquí está el padre.
¿Donde está la madre?	Aquí está la madre.
¿Donde está el hijo?	Aquí está el hijo.
Enséñame la familia.	Aquí está la familia.
Enséñame el padre.	Aquí está el padre.
Enséñame la madre.	Aquí está la madre.
Enséñame el hijo.	Aquí está el hijo.

In the above examples, the children had previously been taught and were completely familiar with the use of *aquí está, ¿dónde está?, enséñame*. They were now drilling the new vocabulary with these familiar structures.

3. Presentation and practice of new structural patterns which can be used with the new vocabulary. In the lesson on the family, one of the new structures presented is the 3rd person singular of the reflexive verb *llamarse*. This may be done by using a repetition drill, a response drill and a substitution drill.

Repetition Drill

El padre se llama Juan García.	El padre se llama Juan García.
La madre se llama María Rivera de García.	La madre se llama María Rivera de García.
El hijo se llama Pedro García y Rivera.	El hijo se llama Pedro García y Rivera.

Response Drill

¿Cómo se llama el padre?	El padre se llama Juan García.
¿Cómo se llama la madre?	La madre se llama María Rivera de García.

Substitution Drill

El padre se llama Juan García.	El padre se llama Juan García.
.....María Rivera de García.	La madre se llama María Rivera de García.
.....Pedro García y Rivera.	El hijo se llama Pedro García y Rivera.

DIALOGUES

Memorizing dialogues has long been an accepted device for language learning. The dialogue may be used as the beginning or the culmination of a series of lessons. It permits two children to converse in the foreign language about a subject that interests them both. It affords a functional use for the learned vocabulary and structures. It provides an opportunity for dramatization. It is the first step in the development of one of the most difficult skills in language learning—that of spontaneous, free conversation.

Before presenting the dialogue, the teacher may give a simple explanation in English of what the situation is about. She then proceeds to act out and speak the two parts herself. Here she may use puppets or point to stick figures at the board as she takes each part. She may prefer to have two children stand in front of the room and point to each one as she says his or her part. After the teacher has recited the entire dialogue two or three times, the class is ready for the imitation and repetition phase. For suggestions as to how to teach the pronunciation of a dialogue, teachers are referred to the section in this bulletin on "Pronunciation." After many repetitions, the class will be able to perform the dialogue in chorus, half the class taking each part. Eventually, individual children will recite each part and dramatize the situation accordingly.

One of the intermediate steps between memorized dialogue and free conversation is the adapted dialogue. After the basic dialogue has been memorized, the teacher asks questions and accepts and encourages answers that include vocabularly and structures from previously learned dialogues.

Any question and answer exercise is a form of dialogue and can be used in connection with all of the activities of the language lesson. In a question and answer exercise, however, it is important to provide sufficient practice

so that the children learn to ask the questions as well as to answer them.

For suggestions as to how to drill the vocabulary and structures in a dialogue, teachers are referred to the section in this bulletin on "Vocabulary, Structures and Pattern Drills."

Reading

One of the aims of a foreign language program is to develop progressively the ability to read and understand the language without translation into English. In the early stages particularly, the teacher is constantly aware of the two skills which reading includes, i.e., reading with good pronunciation and reading for comprehension.

Although formal reading is not recommended before the middle of the second year of language instruction (5th grade), some reading readiness activities can be carried on almost from the beginning of the course. For example, after the children have learned to talk about their surroundings in the classroom, the objects in the room may be labelled in the foreign language. It is important to remember, however, that nothing should be read that has not previously been heard and said. Therefore, objects should be labelled only after their foreign language equivalents have become an active part of the hearing and speaking vocabulary of the children. Similarly, pictures, maps, and charts which are on display in the classroom may be labelled as soon as the words on the labels have been used audio-lingually.

In addition to labelling, there are other practical pre-reading devices. Once the children know the days of the week, the teacher may, each day, write on a corner of the blackboard, the foreign language equivalent of that particular day. She may also write on the blackboard the names of the children who are absent by listing them in a column headed — *ausente*. The class has already heard the pronunciation. They now see the graphic representation.

When reading instruction is begun formally (approximately in the middle of the 2nd year of instruction), the basic rule is still the same, i.e., the children learn to read only what they have learned to understand and to say. After having reviewed orally a simple dialogue based on greetings, for example, the teacher arouses the children's interest in seeing the dialogue in written form, and in learning how to read it. She then distributes rexographed copies of the dialogue and proceeds as follows:

1. The teacher reads the passage at the normal rate of speed while the children listen without looking at the written word.
2. The teacher reads the passage at the normal rate of speed and the children follow the printed material.
3. The teacher reads one phrase at a time and the children repeat in full chorus.
4. The teacher reads one sentence at a time; the children repeat in full chorus.
5. The teacher reads one sentence at a time; individual children repeat.

The rexographed dialogues may be numbered and later arranged in the form of a book titled, "Mi Primer Libro de Español." Simple drawings will have to accompany some of the written material. No English is to appear on these pages.

At first, when the children read only material that has been mastered audio-lingually, they pick up some cues and then proceed to read almost from memory. Nevertheless, correct associations are made and facilitate the next step in reading. At this point, the teacher distributes for reading dialogues which have been adapted and rearranged somewhat so that the children can no longer read from memory.

In the early stages of reading there will be a wide gap between the amount and degree of difficulty of the material that can be spoken and that which can be read. However, with careful planning, the reading does finally catch up with the listening comprehension and speaking. At that point, the teacher finds herself in the ideal situation where she can teach a new dialogue or conversational sequence orally, drill it orally, and then proceed to reinforce it by presenting it in written form for reading.

By the 3rd year of language instruction, (6th grade) simple material other than previously learned dialogues may be presented for reading. The book or story chosen, however, should not contain a great number of new words or structures and the new words and structures that do appear should be explained prior to the reading period.

Once reading has been introduced, the teacher will have to apportion her time carefully. Even though the reading may reinforce what has been learned orally, a great deal of time is still needed for practice in listening and speaking.

Writing

A little writing can be done soon after the reading readiness activities have been initiated. For example, after the children have become familiar with the labels around the room, they may be asked to write similar labels under pictures in their notebooks. More formal writing, however, is taught soon after the formal reading program is begun.

As soon as it is apparent that the children are on the road to pronouncing and understanding the written word with reasonable ease and accuracy, writing practice may be initiated. At this stage, writing consists of copying accurately simple sentences that have been drilled orally; writing the correct form in a structure drill; writing accurately from dictation simple sentences that have been drilled orally.

The copying has value since it makes the children concentrate on exact reproduction and lays the groundwork for correct writing habits. It also offers a means of inductive teaching of structure. After having copied the two following

sentences, the children will want to know why "red" (rojo) is spelled differently.

La flor es roja.
El lápiz es rojo.

With a few more examples, the pattern is easily explained.

Dictation of simple sentences is another exercise in accurate reproduction in graphic symbols of what has been heard over and over again. It brings together pronunciation, comprehension, and knowledge of structural forms. When the children hear and have to write *los libros son interesantes* they have to understand what the teacher is saying, associate the sounds with the written symbols, and remember that adjectives add "s" in the plural.

In the early stages of writing, it is better to have frequent short dictations than occasional long ones. Many teachers find it helpful to dictate at least one familiar sentence during each lesson. Following is the recommended procedure for a dictation exercise:

The teacher reads the selection at the normal rate of speed and the class listens.

The class writes as the teacher reads the selection again more slowly, pausing after each phrase and giving the punctuation in Spanish.

The teacher rereads the selection at normal speed, repeating the punctuation.

The children listen again and try to fill in their omissions and correct their errors.

Another type of writing exercise requires filling in the correct form in a structure drill. This involves recognition and copying the correct form, as in a multiple choice question, or the actual writing of the form as in a completion exercise.

(Multiple Choice) El.....español. (hablar, hablan, habla, hablamos)
(Completion) Uds. hablan español. Ella.....español.

TEACHING GRAMMATICAL STRUCTURES

Every language has a grammar of its own and every method of teaching a language includes some system of teaching grammar. Where the objective of a language teaching program is primarily a listening and speaking one, grammar is approached in a special way. It is not taught by presenting a set of rules to be memorized and applied to specific written exercises. It is taught by requiring the imitation and oral practice of authentic models of sentences containing specific grammatical items. This is commonly referred to as pattern practice. The aim of pattern practice is to make the correct use of the grammatical item automatic. As patterns are practiced, the children see the analogies. From the analogies, generalizations are made. The generalizations, in turn, eventually enable the student to adapt a specific pattern to other linguistic situations. In brief,

knowledge of correct forms of grammar is acquired through repeated use.

In an elementary foreign language program where each lesson is developed around a conversational center of interest, it is important that none of the fundamental grammatical items be neglected. It is hoped, therefore, that the following outline of grammatical items to be covered in the first, second, and third year of instruction will prove helpful to the teacher.

First Year of Instruction (Grade 4)

In the first year of instruction, the following grammatical items are to be taught for listening comprehension and speaking only:

Articles: definite; indefinite; plurals
Nouns: gender; number
Adjectives: agreement; possessive (mi, tu, su, nuestra)
Pronouns: subject
Verbs: 1st conjugation verbs, and irregular verbs *ser, estar, ir, hacer, ver, poner, tener,* in the first person singular, 2nd person (famiilar and polite), and 3rd person singular of the present tense (affirmative, negative, and interrogative).
Numerals: 1-20
Telling time: on the hour and half hour
Days of the week
Use of *de* to show possession
Contraction of *de* plus the definite article
Expressions with *tener*: *tener . . . años; tener hambre*
Use of *hacer* with expressions of weather

Second Year of Instruction (Grade 5)

FOR LISTENING COMPREHENSION AND SPEAKING

All the grammatical items in the first year of instruction are reviewed. In addition, the following items are included:
Contraction of *a* plus the definite article
Position of adjectives
Numerals from 20-100
Simple arithmetical expressions
Dates
Verbs: *decir* in the 1st person singular, second person (familiar and polite), 3rd person singular of the present tense in the affirmative, negative, and interrogative.

FOR WRITING

Since the reading and writing skills are not formally introduced until the second half of the second year of instruction, it is impossible to expect the youngsters to be able, at the end of the second year, to write the correct forms

of all the structural items listed. The teacher will use her own judgment as to how quickly and to what extent the children will transfer their audio-lingual learnings to the graphic skills. It is wise to proceed slowly at first. Daily short dictations are an invaluable aid. Most teachers will find that by the end of the second year of instruction, the children will recognize the correct forms of the following grammatical structures. This means that they will be able to answer multiple choice questions based on these structures:

Articles: definite; indefinite; plurals
Nouns: gender; number
Verbs: *tener, ser, estar,* and first conjugation verbs in the 1st person singular, 2nd person (familiar and polite), and 3rd person singular of the present tense in the affirmative, interrogative and negative
Adjectives: agreement

Third Year of Instruction (Grade 6)

FOR LISTENING COMPREHENSION AND SPEAKING

All the grammatical items listed for the 1st and 2nd year of instruction are reviewed. In addition, the following items are added:

Adjectives: all of the possessive adjectives
Verbs: first conjugation verbs, and irregular verbs *tener, ser, estar, ir, hacer, decir, ver, poner,* in the present tense (all persons singular and plural) affirmative, negative and interrogative
Telling time

FOR WRITING

It is expected that by the end of the 3rd year of instruction the children will be able to do simple written exercises such as completion or multiple choice based on all the grammatical items listed for the 1st, 2nd, and 3rd year of instruction.

TEACHING CULTURAL BACKGROUNDS

The following quotations highlight the relationship between language and culture as it is understood today:

> "A foreign language is the way that a native speaker of it feels, thinks, and acts as he talks."[1]

> "Culture, in the sense in which it is used by most linguists or cultural anthropologists, is the entire complex pattern of behavior and material achievements which are produced, learned, and shared by the members of a community. Language is part of culture—perhaps its most central part because it is largely language that makes the learning and sharing of behavior possible. Being the central part of culture, it is probably also the best

1. Andersson, Theodore. "New Concepts in the Meaning of Language." *Looking Ahead in Foreign Languages.* California State Department of Education, Sacramento, 1961.

key to that culture. Once more, since it operates within a culture, it should be learned within contexts and situations which are part of that culture . . . Not only is the understanding of French the key to the understanding of French culture, but the reverse is also true . . . Unless we understand the cultural situation in which an utterance is made, we may miss its full implication or meaning. The tie of language study with culture is not an 'option' to be discussed in terms of the preferences of the individual teacher, but actually a practical necessity. A student who reads about a Frenchman going to a *pharmacie* and pictures him going to an American drugstore is in a sense not getting the full meaning of what he is reading." [1]

"When individuals communicate through language, understanding tends to follow in direct proportion to the similarity of the conceptions they weave about the words being exchanged between them." [2]

For the Spanish teacher in the elementary school, teaching Spanish culture does not mean teaching a comprehensive course in Spanish geography, history, art, literature, science, etc. It does mean developing an understanding of the many different Spanish-speaking people, through their language and their way of living. Spanish and South American geography, history, art, literature, science, etc. are best treated correlatively in the other areas of the curriculum.

During the time alloted for foreign language study, the teacher is teaching culture every time she talks Spanish. Her gestures, her exclamations, her intonation, her voice, her mannerisms are no longer American. For the foreign language teacher who is a native of the foreign country, this comes naturally. For the others, authenticity can be assured by the supplementary use of well chosen records, tapes, filmstrips and films.

The pictures, posters and maps displayed in the room will add to the foreign atmosphere. "El Rincón Español" should be set aside for the display of Spanish and South American coins, stamps, dolls, books, calendars, newspaper items, menus, etc. The children should be encouraged to add to the collection and the display should be changed periodically to keep interest alive.

The poems and songs taught with each topic should be Spanish poems and songs and not translations from the the English. This is important since the songs and poems of a country are a basic part of its cultural heritage.

As the topics are developed and after the children have learned to talk in Spanish about their immediate environment, the conversation can be geared to a similar situation in the foreign country. The topics based on the city, transportation and the park, for example, can be developed first with American scenes and then with Spanish, Mexican, and South American scenes.

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1. Politzer, Robert L. *Teaching French: An Introduction to Applied Linguistics.* New York: Ginn and Company, 1960.
2. Brooks, Nelson. *Language and Language Learning: Theory and Practice.* New York: Harcourt, Brace and Company, 1960.

In the third year of instruction, where the center of interest is a trip abroad, each lesson should make Spanish-speaking countries a little more real, and the Spanish speaking people a little more understandable to the youngsters.

Holidays, as they occur through the year, may be the motivation for the learning of specific holiday greetings and vocabulary, as well as for a comparison of the way of celebrating that holiday in the native country and the foreign country.

Finally, books in English about Spain and South America should be recommended to interested students for supplementary reading, or suggested as possible book reports in the language arts program.

If in teaching the foreign language, we have managed to break down the children's monocultural orientation, and to build up an acceptance and understanding of a way of life that is different from their own, we are well on our way to achieving one of the broader goals of foreign language study.

USING AUDIO-VISUAL AIDS

In developing the four skills in the foreign language course, the teacher can use effectively any number of visual and audial aids to present, supplement or reinforce some part of each lesson.

Real objects, models and pictures are used for the presentation of every topic. Each new word in the foreign language is associated with an object, model or picture, so that English will not have to be used as an intermediary.

To stimulate conversation based on the various topics, such as the family, the home, clothing, transportation, the city, etc., large pictures of scenes based on these topics are most useful. Wherever possible, Spanish pictures should be used in addition to the American so that some aspect of the daily life of the Spanish people is absorbed together with the language.

Every language room should also have a good map of the country, as well as posters and photographs of places of interest. All of the material in the "Rincón Español" i.e., coins, stamps, books, newspapers, magazines, calendars, menus, etc., are considered visual aids and further the teaching of the culture of the country.

For cultural information as well as visual stimuli for conversation, well chosen slides, filmstrips and films can be used. The Bureau of Audio-Visual Instruction evaluates new materials, and every year prepares approved lists of filmstrips, slides and discs. For the free loan of 16 mm sound films and tape recordings, teachers may refer to the bulletin, *Instructional Films and Tapes,* issued by the Bureau of Audio-Visual Instruction, 131 Livingston Street.

The record player and the tape recorder are invaluable aids to the foreign language teacher, and should be so situated that they can be used frequently with the least amount of inconvenience. It is by means of records and tapes that the children learn to listen to and to understand the language as it is spoken by different people. It is also by means of the record and the tape that the authentic,

native pronunciation is brought into the classroom. Records are particularly useful in the teaching of songs, especially when teachers are not confident in their own musical ability.

The tape recorder, which is the core of the language laboratory, is a most versatile piece of equipment. However, its effectiveness depends upon the quality of the tapes used. The tape recorder can be used for pronunciation drills, structure drills, dictation exercises, comprehension exercises and for testing both pronunciation and listening comprehension. A good pronunciation drill tape provides a model, a pause for repetition, and the correct model again. A good structure drill tape also has a pause for pupil response, provides the correct answer and then has another pause for repetition of the correct answer.

For use of the tape recorder in testing pronunciation and listening comprehension, see section on "Testing" in this bulletin.

Language teachers in the schools where language laboratories have been installed are referred to the bulletin *Using Laboratory Techniques in Teaching Foreign Languages in New York City Schools.*[1]

Tapes and materials for the language laboratory are being prepared under the supervision of Sarah Lorge, Language Consultant for the Language Laboratory Project, BAVI.

The Division of Elementary Schools is selecting and distributing to each language class suitable equipment, books, records and other materials which help achieve the goals of the foreign language instructional program.

TESTING

In the elementary school phase of foreign language study, where objective tests of language achievement as valid measures of accepted criteria are not always readily available, teacher judgments of pupil ability based on day-to-day observations of performance make valuable contributions as evaluative measures. Nevertheless, periodic administrations of well-constructed objective achievement tests of the classroom or city-wide variety are of considerable assistance not only in motivating pupils but in guiding teachers in instructional amendment.

Since the New York City FLES program develops the skills of understanding, speaking, reading and writing with primary emphasis on understanding and speaking, there was a need for objective testing in these areas. To meet this need, a committee with representation from the Bureau of Curriculum Research, the Bureau of Educational Research, and the Division of Elementary Schools has developed experimental forms of elementary level foreign language achievement tests in French and Spanish designed to measure the objectives of the New York City FLES program. These tests are known as the *Foreign Language Achievement Series.*

1. Board of Education of the City of New York. *Using Laboratory Techniques in Teaching Foreign Languages in New York City Schools.* Curriculum Research Report. New York: The Board, 1961. 60 p.

The Spanish and French tests of the *Foreign Language Achievement Series* are on tape and each test is divided into two parts. Part I, a group test, employs an answer booklet. The students hear directions from a tape and mark their responses in the booklets. Part II is individually administered. Each student listens to directions and questions which have been recorded on a master tape, and records his answers on another tape.

The content of the program as developed in this bulletin was analyzed and representative items were selected for inclusion, so as to test the following:

1. listening
2. speaking (pronunciation, intonation, and rhythm)
3. oral reading
4. spontaneous responses in the foreign language
5. reading comprehension
6. recognition of correct written structural patterns

In addition, to assist teachers in constructing their own objective tests for classroom use, the following section presents appropriate objective test items for each of the language skills. It is realized that it is not always possible to test one specific skill with one particular test item. Some test items will, for example, test aural comprehension as well as oral ability, and reading as well as writing. Whenever possible, an attempt should be made, either in item construction or in scoring criteria, to keep the various major skills separated.

Listening

Response to Commands

From the very beginning of the course, the teacher can test a child's understanding of what she is saying by noting his response to commands given in the foreign language. At first, these commands are simple:

Abre la puerta, por favor.

They can become more difficult:

Pase a la pizarra, tome la tiza, escribe el número once.

The commands in this type of test may be made by a voice on tape. However, whether on tape or live, this test would have to be administered on an individual basis.

Comprehension of Names of Concrete Objects

For this type of test, the teacher may use a tape recorder and rexographed sheets which contain several series of pictures. The voice on tape names an object and the children mark the corresponding picture on their papers.

Comprehension of Action Words and Phrases

Here again the teacher may use the tape recorder and rexographed booklets containing several series of pictures. The voice on tape makes a statement and the children mark the picture that best represents what they hear. For example, the

children hear "Hace viento." They see on their papers 4 pictures. They must mark the one which illustrates the fact that it is a windy day.

Comprehension of Thoughts as Expressed by Patterns Peculiar to the Foreign Language

For this question, too, a series of pictures is needed. The voice on tape makes an incomplete statement. One of the pictures in the series correctly completes the thought. The children mark the correct picture.

Voice on tape: Cuando estoy enfermo voy al . . .
Pictures: butcher, baker, doctor, dentist

The children mark the picture of the doctor.

True or False

For this question, the children write "sí" or "no" in response to statements made by the voice on tape.

Llueve hoy.
Estamos en casa ahora.

This is really a listening comprehension test since the only writing required is "sí" or "no."

Multiple Choice

The voice on the tape asks a question and then gives 4 possible answers preceded by the letters, A, B, C, D. The children put a mark on the letter that corresponds to the correct answer.

Voice: ¿Qué tiempo hace?

A. Muy bien, gracias.
B. Hace buen tiempo.
C. Son las dos.
D. Tengo diez años.

On their papers the children see A B C D and should put a mark on B.

Completion

An incomplete sentence is heard on the tape followed by 4 answers, A B C D. The children mark the letter which corresponds to the correct answer.

Voice: Hoy es . . . A. frío B. lunes C. viernes D. muy bien

On the paper the children see A B C D and should mark C.

Comprehension of a Paragraph or a Short Story

This is the most difficult of the listening comprehension test questions. The voice on tape reads a paragraph, and then asks questions based on it. Each question is asked twice. For each question 4 answers are given preceded by the letters A B C D. The children mark the letter which corresponds to the correct answer.

Speaking

Unless a language laboratory is available, the speaking tests must be administered individually and away from the rest of the class. There are several ways of administering the speaking test.

Without tape recorder — The teacher asks the questions. The child answers. The teacher rates the responses immediately using a numerical scale.

With one tape recorder — The teacher asks the questions. The child records his responses on tape. The tapes are rated after all the children have been tested.

With two tape recorders — The two tape recorders are set up so that the pupil tested hears the taped voice through a set of ear phones and records his answer on another tape.

Testing the speaking skills means testing pronunciation and intonation, ability to express thoughts (which implies comprehension of what has been heard) and control of structural patterns.

Mimicry

In this type of question, the child repeats exactly what the voice on tape says. Each item in this question is chosen for a particular sound (ll, v, j, rr, ñ) for liaison or for intonation. One way of rating this type of question is on a numerical scale with numbers from 1 to 3 (1 unsatisfactory, 2 satisfactory, 3 superior).

Oral Reading

Each child is asked to read a selection made up of a recombination of familiar material. To standardize the rating procedure, it is best to have the oral reading recorded on tape. The rating is based on a numerical scale and should take into consideration pronunciation of sounds, intonation, and reading with comprehension.

Spontaneous Response to Questions

In this type of test the teacher or the voice on tape asks a question and the youngster records his answer. This question tests comprehension of the spoken language, the ability to frame a response spontaneously in the correct structural form, and to give that response freely with the correct pronunciation and intonation.

Spontaneous Response to a Picture

In this type of question the child is shown a picture and is asked to talk about it. The answer must cover specific items such as: Who is in the picture? Where is he? What is he doing?

Reading

Multiple Choice

This test can be administered to a group. The children have in front of them a reading selection made up of a recombination of the vocabulary and structural patterns taught. They are asked to read the paragrph and answer the questions based on it. Each question is followed by 4 answers, one of which is correct.

True or False

For this test, the same procedure is followed as for the multiple choice reading comprehension test. However, after reading the selection, the children are required to indicate whether the statements based on it are true or false.

Reading and Structure

This is a group test. The children are confronted with written sentences each of which has a word or phrase missing. Several choices appear in parentheses at the end of each sentence. The correct answer must be selected. For this test the children must know how to read, and also have a recognitional knowledge of the grammatical structure involved.

Mi padre.....el periódico. (leemos, lee, leen, leo)

Writing

Dictation

Writing tests are administered to the entire group. In the dictation test, a selection can be read by the teacher or by a voice on tape. The dictation is usually read once while the children listen. It is read again as the children write. A third reading permits them to look over their work and make corrections.

Writing and Structure

In this test the children are asked to write the correct form based on a pattern given as a model.

Mi padre lee el periódico.	El muchacho es inteligente.
Yo .....el periódico.	Las muchachas son .....

Suggested Topics: First Year of Instruction

MY SCHOOL *(Greetings, Introductions, Days of the Week)*

Introduction

These are the first lessons in Spanish. The teacher is the major resource in the language learning process. It is her enthusiasm for the Spanish language and her understanding of the Spanish speaking people which arouse and sustain the children's interest. It is a good idea to begin by teaching the youngsters how to greet each other in Spanish. If at the end of the first Spanish lesson, they can say and understand a few simple sentences, their excitement and feeling of accomplishment will go a long way in helping them over the hurdles that lie ahead.

Suggested Procedure

1. The teacher walks up to a child, shakes his hand and says, "Buenos días, Juan." She then pretends to be Juan and answers for him, "Buenos días, señorita."
   This is repeated with several youngsters until it is obvious that most of the children in the class can pronounce, "Buenos días, señorita" and understand that it is a greeting. The teacher may then begin to vary the pattern by using, "Buenos días, niños" and by requiring a choral answer, "Buenos días, señorita."

2. The teacher continues by saying, "Yo soy la maestra." She points to herself. "Ustedes son los alumnos." She points to the children. The meaning of *maestra* and *alumnos* are conveyed by pointing and gestures. This leads to:
   ¿Dónde está la maestra?
   Aquí está la maestra.
   ¿Dónde están los alumnos?
   Allí están los alumnos.

3. The dialogue is then developed as follows:

Polite Form	*Familiar Form*
Teacher: Me llamo señorita Smith.	Teacher: Me llamo señorita Smith.
¿Cómo se llama usted?	¿Cómo te llamas?[1]

1. Each dialogue is printed in both the familiar and the polite form. See page 3 of the section on "How to Use This Bulletin" for explanation of the use of the familiar and the polite forms.

(She points to a boy, Robert, and answers for him.)

Me llamo Roberto.

Robert: Me llamo Roberto.

Teacher: Muy bien, Roberto.

(She points to a boy, Robert, and answers for him.)

Me llamo Roberto.

Robert: Me llamo Roberto.

Teacher: Muy bien, Roberto.

While teaching the pattern *Me llamo* the teacher has the opportunity of pronouncing for each child the Spanish equivalent of his name. From this time on it is suggested that the Spanish names be used during the Spanish lessons. If a child has a name for which there is no Spanish equivalent, he may, if he wishes, select a Spanish name to be used during the Spanish lessons. Following is a list of some popular names for boys and girls. It will be noted that the list includes only those names that are spelled differently in Spanish. When the name has the same spelling in Spanish and English the teacher uses the Spanish pronunciation.

BOYS' NAMES

Spanish	*English*	*Spanish*	*English*
Adán	Adam	Horacio	Horace
Adolfo	Adolph	Huberto, Humberto	Hubert
Alano	Alan, Allen	Hugo	Hugh, Hugo
Alberto	Albert	Hunfredo	Humphrey
Alejandro	Alexander	Jaime	James, Jimmy
Alfredo	Alfred	Jorge	George
Andrés	Andrew	José	Joseph
Antonio	Anthony	Juan	John
Arnaldo	Arnold	Julio	Julius
Arturo	Arthur	León	Leo, Leon, Lee
Benito	Benedict	Leonardo	Leonard
Bernardo	Bernard	Leopoldo	Leopold
Carlos	Charles, Karl	Lucas	Luke
Conrado	Conrad	Luis	Louis, Lewis
Cristóbal	Christopher	Marcelo	Marcel
Diego	James	Marcos	Mark
Domingo	Dominic	Mateo	Matthew
Edmundo	Edmund	Miguel	Michael
Eduardo	Edward	Natán	Nathan
Enrique	Henry	Oliverio	Oliver
Ernesto	Ernest	Pablo	Paul
Esteban	Stephen	Patricio	Patrick
Eugenio	Eugene	Pedro	Peter
Federico	Frederick	Ramón	Raymond
Felipe	Philip	Ricardo	Richard
Francisco	Frank	Roberto	Robert

Geofredo	Geoffrey	Rodolfo	Rudolph
Gerardo	Gerald	Rolando	Roland
Gilberto	Gilbert	Rubén	Rueben
Gregorio	Gregory	Ruperto	Rupert
Gualterio	Walter	Silvestre	Silvester
Guillermo	William	Teodoro	Theodore
Haroldo	Harold	Tomás	Thomas
Herberto, Heriberto	Herbert	Vicente	Vincent

GIRLS' NAMES

Spanish	*English*	*Spanish*	*English*
Adela	Adele	Gertrudis	Gertrude
Alicia	Alice	Guillermina	Wilhelmina
Amata	Amy	Inés	Agnes, Inez
Beatriz	Beatrice	Isabel	Elizabeth, Isabelle
Brígida	Bridget	Josefa	Josephine
Camila	Camilla, Camille	Juana	Jane, Jean, Joan
Carlota	Charlotte	Leonor	Eleanor
Carolina	Caroline	Lola (Dolores)	Dolores
Catalina	Katherine (C)	Lucía	Louise
Constancia	Constance	Luisa	Emma
Dorotea	Dorothy	Manuela	Margaret
Elena	Helen, Ellen, Ella	Margarita	Mary
Elisa	Elsie	María	Lucy, Lucia
Emilia	Emily	Mariana	Marian, Marion
Engracia	Grace	Marta	Martha
Enriqueta	Henrietta	Hortensia	Hortense
Estela	Estelle	Paula	Pauline
Ester	Hester, Esther	Perla	Pearl
Felipa	Frances	Raquel	Rachel
Florencia	Philippa	Sofía	Sophie
Francisca	Florence	Teodora	Theodora

4. The teacher points out that after greeting one another, we usually ask about our health:

Polite Form	*Familiar Form*
¿Cómo está usted?	¿Cómo estás?
Muy bien gracias, ¿y usted?	Muy bien gracias, ¿y usted?
Muy bien, gracias.	Muy bien, gracias.

5. At any time during this series of lessons, the teacher may introduce the days of the week, one at a time. On the corner of the board each day may be written: lunes, 21 de septiembre or martes, 22 de septiembre, etc. When the children begin noticing it and asking questions, they are ready for:

¿Qué día es hoy?
Hoy es lunes. (martes, miércoles, etc.)

6. To develop further the dialogue on health the teacher points to the board where the names of the absentees are recorded, and says:

¿Quién está ausente hoy?
Pablo está ausente.
¿Por qué está ausente, Pablo?
Está enfermo.
¡Qué lástima!

7. Finally a dialogue similar to the following is developed.

Polite Form	*Familiar Form*
Buenas tardes, niños.	Buenas tardes, niños.
Buenas tardes, Srta. Smith.	Buenas tardes, Srta. Smith.
¿Cómo se llama usted?	¿Cómo te llamas?
Me llamo Juan.	Me llamo Juan.
Muy bien. ¿Y cómo se llama usted?	Muy bien. ¿Y cómo te llamas tú?
Me llamo Ana.	Me llamo Ana.
¿Y cómo está usted hoy?	¿Y cómo estás hoy?
Bien gracias, ¿y usted?	Bien gracias, ¿y usted?
Muy bien gracias, Ana.	Muy bien gracias, Ana.
¿Quién está ausente hoy?	¿Quién está ausente hoy?
Pablo está ausente.	Pablo está ausente.
¿Por qué está ausente?	¿Por qué está ausente?
Está enfermo.	Está enfermo.
¡Qué lástima!	¡Qué lástima!
¿Qué día es hoy?	¿Qué día es hoy?
Hoy es jueves.	Hoy es jueves.
Muy bien.	Muy bien.
Adiós, niños.	Adiós, niños.
Adiós, señorita.	Adiós, señorita.

Related Vocabulary and Patterns of Speech

el maestro	buenos días	soy
la maestra	buenas tardes	es, está
el alumno	adiós	son
la alumna	ausente	lunes
los niños	presente	martes
el niño	¿por qué?	miércoles
la niña	porque	jueves
la señorita	muy	viernes

la señora	bien	sábado
el señor	gracias	domingo
de nada	enfermo	hoy
¿quién?		

¿Cómo se llama?
¿Cómo te llamas?
¿Cómo está?
¿Cómo estás?

¡Qué lástima!
¿Qué día es hoy?
Me llamo.

Suggested Activities

1. Pairs of children are called on to dramatize a dialogue.
2. A boy or girl is chosen to act as teacher and conduct the conversation.
3. In "round-robin" fashion, a child asks a question and calls on a friend to answer. He, in turn, asks a different question of a third child, etc.
4. Courtesy expressions in Spanish are used by the teacher whenever the opportunity arises. When a child hands her an object she says, "Gracias." Whenever a child says, "Gracias," the teacher answers, "No hay de qué" or "De nada."
5. GAME
   Buenos días.
   One child stands with his back to the class. Another child stands up and says, "Buenos días, Pepe." The first child attempts to guess the identity of the speaker by replying, "Ud. se llama (te llamas)." As soon as he guesses correctly he is given the answer "Sí, me llamo . . ." He returns to his seat and the other child takes his place.
6. SONGS
   Buenos Días, Niños.
   Fray Felipe.
7. POEM

¿Cómo se llama, niñita?
Me llamo Juanita.
¿Cómo se llama, niñito?
Me llamo Benito.

¿Cómo te llamas, niñita?
Me llamo Juanita.
¿Cómo te llamas, niñito?
Me llamo Benito.

MY CLASSROOM *(Objects, Colors, Numbers, Weather, Time)*

Introduction

The teacher uses the classroom and the objects in it as the major resource for this series of lessons. After the exchange of greetings and conversation based

on the previously learned topic, the teacher using gestures starts with "¿Qué es esto?" and answers herself, "Es el salón de clase." She then points to the door, window, wall, etc. and asks each time, "¿Qué es esto?" She shrugs her shoulders, pauses, but doesn't answer.

Suggested Procedure

1. The children are now ready to learn the Spanish equivalents for some of the objects around them. To teach *la puerta* the teacher will go to the door, point to it and say, "¿Qué es esto? Es la puerta. Clase, ¿qué es esto?" The class will repeat in chorus, "Es la puerta." Pupils will then be called upon individually until the questions and answers are generally understood and correctly pronounced. The teacher will guard against going too quickly and introducing too many new words or expressions during one lesson. She will also be careful to allow, at each stage, enough time for repetition and review.

2. To teach new patterns with the learned vocabulary, the teacher will continue with:

Polite Form	*Familiar Form*
Teacher: Vaya usted a la puerta.	T: Ve a la puerta.
Child: (going to the door) Voy a la puerta.	C: Yo voy a la puerta.
Teacher: Toque usted la puerta.	T: Toca la puerta.
Child: (touching the door) Yo toco la puerta.	C: Yo toco la puerta.

3. This may be expanded to include:

Polite Form	*Familiar Form*
Levántese usted.	Levántate.
Yo me levanto.	Yo me levanto.
Siéntese usted.	Siéntate.
Yo me siento.	Yo me siento.

4. Objects in the classroom may also be used to introduce numbers from one to ten (fifteen, or twenty) depending on the class.

   Hay una puerta en el salón.
   Hay dos libros en la mesa.
   Hay tres ventanas en el salón.

5. Colors are taught with the new vocabulary. The teacher brings to class colored paper, pencils, chalk, flags, etc. and proceeds with:

   ¿De qué color es la bandera de los Estados Unidos?
   La bandera de los Estados Unidos es roja, blanca, y azul.

¿De qué color es la tiza?
La tiza es blanca.

6. Once the children are familiar with the word *hoy* and the days of the week, the subject of weather may be introduced. This is done incidentally and the expressions taught should depend upon the weather at that particular time. On a beautiful day, for example, the teacher may look out of the window and exclaim enthusiastically "¡Qué buen tiempo hace!" This leads to "¿Qué tiempo hace hoy? Hoy hace buen tiempo." This is all the "weather" taught on that occasion. At the appropriate time, the teacher will introduce: "Hace mal tiempo." "Está lloviendo." "Está nevando."

7. Similarly in teaching how to tell time the teacher may use an informal approach. When the children know the numbers in Spanish, they may as one of their games, point to any number on the clock and call on their friends to say the number in Spanish. Somewhere in the room there should be a large cardboard clock with movable hands. Then at any appropriate time, preferably on the hour, the teacher may look at her watch and say, "¿Qué hora es? Son las once." She then moves the hands of the artificial clock to the actual time and repeats, "Son las once. ¿Qué hora es? Son las once." This is repeated several times by the class, by smaller groups and by individuals.

   On another day, toward the end of the Spanish lesson, the teacher may suddenly look at her watch and say, "Oh, ya son las once y media. ¿Qué hora es? Son las once y media."

   In this way, telling time has meaning and becomes part of the activities and experiences of the day.

Related Vocabulary and Patterns of Speech

el salón de clase	la bandera	los colores
la escuela	el reloj	blanco(a)
el piso	las flores	negro(a)
el techo	los números	rojo(a)
el escritorio	uno	amarillo(a)
el pupitre	dos	azul
el libro	tres	verde
el lápiz	cuatro	gris
la pared	cinco	hay
la pizarra	seis	toco
la puerta	siete	toque
la ventana	ocho	levántese
la mesa	nueve	levántate
la silla	diez	siéntese
la tiza	el cuaderno	siéntate

¿Qué es esto?
¿Qué tiempo hace hoy?
Hace buen tiempo.
Hace mal tiempo.
Hace calor.
Hace frío.
Está lloviendo
Está nevando
¿Qué hora es?
Es la una.
Son las dos.
Son las diez y media.
¿De qué color es . . . ?

Toque la puerta.
Toca la puerta.
Abra la puerta.
Abre la puerta.
Cierre la puerta.
Cierra la puerta.
Toco la ventana.
Abro la ventana.
Cierro la ventana.
Me siento.
vuelvo
vuelva
vuelve

Suggested Activities:

1. A child is chosen to act as teacher and conduct a conversation.
2. The children ask each other questions in "round-robin" fashion.
3. The dialogue of the previously learned topic is expanded to include the following language patterns:
   ¿Qué es esto?
   ¿De qué color es . . .?
4. The teacher may vary the dialogue by introducing colloquial expressions such as:
   ¡Qué lástima!
   ¿No es verdad?
   ¿Verdad?
   ¡Muy bien!
   Lo siento mucho.
5. If the children have been working with puppets, they may use the puppets while reciting the Spanish dialogue
6. One child may be called upon to name a color such as *rojo*. He in turn calls on another child who will point to an object of that color and say, "El lápiz es rojo." This continues as other children name all red objects in the room for which Spanish equivalents have been learned. The activity is repeated with other colors.
7. There should be a Spanish calendar in the room. This will help drill days of the week, months, and numbers.
8. GAMES
   a. A child turns his back to the class. The class chooses an object. When

he turns he asks, "¿Es la pizarra?" When he guesses, the class says, "Sí, es la pizarra." He is permitted three guesses.

b. A child turns his back while the class chooses an object. The children sing a Spanish song they have learned. As he approaches the object they sing more loudly. When he walks in the wrong direction, they sing more softly. To vary this game, the children, instead of singing, may say, "Caliente, más caliente, quema," or, "frío, más frío, hiela."

c. One child starts by touching the chair and saying, "Hay una silla en el salón." The second child touches the chair and the door and says, "Hay, una silla y una puerta en el salón." Each child, in turn, goes through the same list of objects, in the same order, adding one more each time.

d. The children stand in a row; an angel and a devil come to them, one at a time, and ask for the color (which they have been given secretly). If the angel or devil guesses the correct color, then he may take that child over to his side. The side having the most children at the end of the game wins.

La Cinta
Tun, tun, tun,
¿Quién llama?
El ángel
¿Qué busca?
Cinta
¿De qué color?
De verde limón
No hay. (Aquí la tiene Ud.)

Repeat, giving a different color each time.

9. POEMS

a. Con su rojo, su blanco y azul
Mi bandera en el aire se agita
Dios bendiga la patria que tiene
La bandera más noble y bonita.

b. Uno, dos, tres, cuatro y cinco
Me pongo de pie y brinco.
Seis, siete, ocho, nueve, diez.
Vuelvo a sentarme otra vez.

10. SONGS

First verse of *Cielito Lindo*
El Capotín.

MY FAMILY (*Members, Age, Pets*)

Introduction

For this lesson the teacher displays large clear pictures of a family. She is prepared with toy animals or pictures of pet animals. She is ready to use in her Spanish conversation any of the pets the children have been caring for in the classroom, i.e., turtles, goldfish, etc.

Suggested Procedure

1. The attention of the class is directed to a large picture of a family, including mother, father, sister, brother and baby, or to dolls, models or puppets that clearly represent a family. The teacher begins with: "¿Dónde está la familia? Aquí está la familia. Niños, ¿dónde está la familia?" The children answer: "Aquí está la familia."

   In the same manner the Spanish words for the other members of the family are presented.

2. The family is given a Spanish name and the conversation proceeds as follows:

   ¿Cómo se llama el papá?
   El papá se llama Juan López.
   ¿Cómo se llama la mamá?
   Ella se llama María García de López.
   ¿Cómo se llama la hermana?
   Se llama Rosa López y García.
   ¿Cómo se llama el hermano?
   Se llama Angel López y García.
   ¿Cómo se llama el nene?
   Se llama Pedro López y García.

   The teacher explains that in answering Spanish questions it is not necessary to use the subject noun or pronoun. In fact, it is more colloquial to use only the verb.

3. Once the vocabulary is familiar to the children they extend its use by referring to their own families.

Polite Form	*Familiar Form*
¿Cómo se llama su papá?	¿Cómo se llama tu papá?
Mi papá se llama Enrique.	Mi papá se llama Enrique.
¿Cómo se llama su mamá?	¿Cómo se llama tu mamá?
Mi mamá se llama Carmen.	Mi mamá se llama Carmen.

   Enough practice and repetition should be allowed so that the children without resorting to grammatical analysis automatically use *mi papá, tu papá, su* (his, her, your — polite) *papá; mi mamá, tu mamá, su mamá; mi hermana, tu hermana, su hermana; mi hermano, tu hermano, su hermano.*

4. Descriptive words may now be introduced. Pointing again to the picture of the father, the teacher says:

¿Cómo es el papá?
Es grande.
¿Cómo es el nene?
Es pequeño.

This will lead to description of the children's families.

Polite Form	*Familiar Form*
¿Cómo es su mamá?	¿Cómo es tu mamá?
Mi mamá es bonita.	Mi mamá es bonita.
¿Cómo es su hermano?	¿Cómo es tu hermano?
Mi hermano es guapo.	Mi hermano es guapo.

5. By introducing the question, "¿Cuántos hermanos tiene usted?" the teacher provides the children with an opportunity to:

a. Review numbers

Polite Form	*Familiar Form*
¿Cuántos hermanos tiene usted?	¿Cuántos hermanos tienes tú?
Tengo dos hermanos.	Tengo dos hermanos.

b. Use the negative

¿Cuántas hermanas tiene usted?	¿Cuántas hermanas tienes?
No tengo hermanas.	No tengo hermanas.

c. Practice some of the forms of *tener*

¿Cuántos hermanos tiene él?
(El) tiene tres hermanos.
¿Cuántas hermanas tiene ella?
(Ella) tiene una hermana.

6. "Cuántas personas hay en su familia?" is a difficult question, but if the teacher can work it in at this point, it would add interest to the conversation, provide a review for numbers and an opportunity for the use of the important word *hay*.

Polite Form	*Familiar Form*
¿Cuántas personas hay en su familia?	¿Cuántas personas hay en tu familia?
Hay cinco personas en mi familia.	

7. Now the children are ready to talk about "age".

Polite Form	*Familiar Form*
¿Cuántos años tiene usted?	¿Cuántos años tienes?
Tengo nueve años.	Tengo nueve años.
¿Cuántos años tiene su hermano?	¿Cuántos años tiene tu hermano?

Mi hermano tiene siete años.
¿Cuántos años tiene su hermana?
Mi hermana tiene doce años.

Mi hermano tiene siete años.
¿Cuántos años tiene tu hermana?
Mi hermana tiene doce años.

8. Later, by use of pictures, stuffed animals, classroom pets or even a live pet brought to school by one of the children, the names of the common pets are taught.

¿Qué es esto?
Es un perro.
¿Dónde está el gato?
Allí está el gato.

9. Once the names of the pets are learned they can be practiced with all the previously learned patterns.

Polite Form

¿Tiene usted un pececito?
Sí señora, tengo un pececito.
¿De qué color es su tortuga?
Mi tortuga es pinta.
¿Cómo es su gato?
Mi gato es pequeño.
¿Cómo se llama su perro?
Se llama Leal.

Familiar Form

¿Tienes tú un pececito?
Sí señora, tengo un pececito.
¿De qué color es tu tortuga?
Mi tortuga es pinta.
¿Cómo es tu gato?
Mi gato es pequeño.
¿Cómo se llama tu perro?
Se llama Leal.

10. When the children have attained sufficient mastery of the Spanish equivalents of members of the family and pets and are reasonably fluent in using them with all the previously learned patterns, the teacher may introduce the prepositions, *en, debajo de, encima de, sobre, delante de, detrás de.*

¿Dónde está el señor López?
Está detrás de la señora López.
¿Dondé está Angel?
Angel está delante de María.
¿Dónde está el perro?
El perro está debajo de la mesa.
¿Dónde está el gato?
El gato está en la silla.
¿Donde está el libro?
Está sobre la mesa.
¿Dónde está el florero?
El florero está encima del piano.

Then using objects in the room or other pictures:

¿Dónde están los pececitos?
Están en el acuario.
¿Dónde está Leal?
Está en su casita.

11. Finally the children are expected to converse with one another using the following dialogue.

Polite Form	*Familiar Form*
Jorge: Carlos, ¿tiene usted un perro?	Jorge: Carlos, ¿tienes tú un perro?
Carlos: Sí, Jorge, tengo un perrito.	Carlos: Sí, Jorge, tengo un perrito.
Jorge: ¿Cómo se llama?	Jorge: ¿Cómo se llama?
Carlos: Se llama Moro.	Carlos: Se llama Moro.
Jorge: ¿ De qué color es su perro?	Jorge: ¿De qué color es tu perro?
Carlos: Mi perro es castaño. Jorge, ¿tiene usted un perro?	Carlos: Mi perro es castaño. Jorge, ¿tienes tú un perro?
Jorge: No, pero tengo un gatito.	Jorge: No, pero tengo un gatito.
Carlos: ¿Cómo se llama su gatito?	Carlos: ¿Cómo se llama tu gatito?
Jorge: Se llama Conde.	Jorge: Se llama Conde.
Carlos: ¿De qué color es Conde?	Carlos: ¿De qué color es Conde?
Jorge: Conde es blanco y negro.	Jorge: Conde es blanco y negro.

Adaptations

¿Tiene usted una tortuga?	¿Tienes tú una tortuga?
un pajarito?	un pajarito?
un periquito?	un periquito?
un pececito?	un pececito?
¿Cómo se llama su tortuga?	¿Cómo se llama tu tortuga?
su pajarito	tu pajarito?
su periquito?	tu periquito?
su pececito?	tu pececito?
¿De qué color es su tortuga?	¿De qué color es tu tortuga?
su pajarito?	tu pajarito?
su periquito?	tu periquito?
etc.	etc.

Related Vocabulary and Patterns of Speech

la madre	el padre	el pececito
la familia	la tía	grande
el papá	el tío	mi
la mamá	el primo	su
el hombre	la prima	pequeño (a)
la mujer	el perro (perrito)	gris
el hermano	el gato (gatito)	castaño (a)
la hermana	el pájaro (pajarito)	pinto (a)
el niño	el perico (periquito)	en
la niña	la tortuga	encima de
la persona	el acuario	debajo de

el nene	bonito (a)	delante de
la nena	guapo (a)	detrás de
el abuelo	bueno, buena	aquí, allí
la abuela	¿dónde?	sobre
el hijo	la hija	

¿Cómo se llama . . . ?	El (ella) tiene . . . años.
Se llama . . .	Coja . . .
¿Cómo es . . . ?	(Yo) Cojo . . .
Es . . .	Dibuje . . .
(Yo) Tengo . . .	Déme . . .
(Yo) No tengo . . .	Dame . . .
¿Cuántos?	¿Tienes tú . . . ?
Hay . . .	(Yo) Le doy . . .
Usted tiene . . .	(Yo) Pongo . . .
¿Cuántos años tiene usted?	Pon . . .
¿Cuántos años tienes?	Ponga . . .
Tengo . . . años.	

Suggested Activities

1. The children are asked to bring in pictures of their own families and to talk about them in class.

2. For a quick review of vocabulary the teacher asks the class to draw pictures representing each Spanish word she pronounces:
   Niños, dibujen un niño, un pececito, una tortuga.

3. The action series may be expanded and used with the new vocabulary. The child called on responds to the command and explains in Spanish what he is doing.

Polite Form	*Familiar Form*
T: José, levántese.	T: José levántate.
C: (Yo) Me levanto.	C: (Yo) Me levanto.
T: Vaya a la pizarra.	T: Ve a la pizarra.
C: (Yo) Voy a la pizarra.	C: (Yo) Voy a la pizarra.
T: Coja la tiza.	T: Coge la tiza.
C: (Yo) Cojo la tiza.	C: (Yo) Cojo la tiza.
T: Dibuje un pájaro (un hombre, etc.)	T: Dibuja un pájaro (un hombre, etc.)
C: (Yo) Dibujo un pájaro (un hombre, etc.)	C: (Yo) Dibujo un pájaro (un hombre, etc.)
T: Déme la tiza.	T: Dame la tiza.
C: (Yo) Le doy la tiza	C: (Yo) Le doy la tiza.
T: Vuelva a su sitio.	T: Vuelve a tu sitio.

C: (Yo) Vuelvo a mi sitio.
T: Siéntese.
C: (Yo) Me siento.

C: (Yo) Vuelvo a mi sitio.
T: Siéntate.
C: (Yo) Me siento.

4. Props and toys such as doghouse, toy furniture, and stuffed animals make the learning of prepositions dramatic and practical.

T: Luisa, ponga el perro en su casita.
L: (Placing the dog in the dog-house)
(Yo) Pongo el perro en su casita.
T: Roberto, ponga el gato debajo de la mesa.
R: (placing the cat under the table)
(Yo) Pongo el gato debajo de la mesa.

T: Luisa, pon el perro en su casita.
L: (Yo) Pongo el perro en su casita.
T: Roberto, pon el gato debajo de la mesa.
R: (Yo) Pongo el gato debajo de la mesa.

5. Games

a. *Watch it Grow*

The idea is to "plant" a word and let it grow into a sentence. One child is called on to say a word in Spanish. Another child adds one word. This continues until it grows into a sentence. The bigger the sentence grows the more fun.

el gato
el gato grande
el gato grande está
el gato grande está debajo de
El gato grande está debajo de la mesa.

b. *How Long Can This Go On*

One child is asked to say any sentence in Spanish. The next child must give another sentence starting with the last word of the first sentence. When a "dead end" is reached, the game starts again with a new sentence. Following are two examples:

(Yo) Me llamo María.
María es una niña.
La niña es bonita.

Esto es un disco.
Los discos están encima del tocadiscos.
El tocadiscos está encima de la mesa.
La mesa es pequeña.

6. Poem

Mi gato es blanco como la nieve
Mi perro es negro como el carbón
Mi gato tiene los ojos verdes
Mi perro es grande como un león.

OCCUPATIONS

Introduction

In preparation for this lesson the children are asked to bring in pictures showing men and women working at the various professions and occupations. If the children have been working with puppets, they can dress some of them to look like doctors, nurses, bakers, policemen, etc. In addition some members of the class may volunteer to make models of a grocery store, a butcher shop, a bakery, etc.

Suggested Procedure

1. The pictures representing the various occupations may be displayed as a frieze around the room. The models and puppets are easily accessible from a display table or a *mostrador.*

2. The simplest way to teach the new vocabulary is by pointing to the picture or model and saying:

¿Dónde está el dentista?
Aquí está el dentista.
¿Dónde está el médico?
Aquí está el médico.

3. This can be varied with:

Enséñeme el sastre.
Aquí está el sastre.

4. When the new vocabulary becomes familiar, the teacher proceeds with:

Polite Form	*Familiar Form*
T: Yo soy maestra. ¿Qué es su papá?	T: Yo soy maestra. ¿Qué es tu papá?
C: Mi papá es médico.	C: Mi papá es médico.
T: ¿Qué es su tío?	T: ¿Qué es tu tío?
C: Mi tío es abogado.	C: Mi tío es abogado.
T: ¿Qué es su hermano?	T: ¿Qué es tu hermano?
C: Mi hermano es dentista.	C: Mi hermano es dentista.
T: ¿Qué es su hermana?	T: ¿Qué es tu hermana?
C:: Mi hermana es secretaria.	C: Mi hermana es secretaria.

This will review the vocabulary based on the family and reinforce the use of *mi* and *su.*

5. The contraction *al* is very useful with this vocabulary.

Polite Form	*Familiar Form*
¿A dónde va usted?	¿A dónde vas?
Voy al médico.	Voy al médico.

Adaptations

(Yo) Voy al dentista.
(Yo) Voy al abogado.
(Yo) Voy al sastre.
¿A dónde va ella?
(Ella) va al dentista.
etc.

To dramatize this simple dialogue, use is made of the costumed puppets and models of the various stores. If this isn't practical, two or three children may sit up front and pretend to be *dentista, abogado* and *médico* in individual offices. The teacher then walks toward each one saying, "Voy al médico, al dentista, al abogado". She then calls on children who in response to "¿A dónde va usted (vas)?" answer, "Voy al médico, al abogado, al dentista."

Related Vocabulary and Patterns of Speech

el doctor	el bodeguero	el cocinero
el médico	el sastre	el maestro
el dentista	la costurera	el chofer
el barbero	la secretaria	el abogado

él es (médico, dentista, etc.)
¿A dónde va usted?
(Yo) Voy al . . .

¿A dónde vas?
Va al . . .

Supplementary vocabulary

la enfermera	el farmacéutico	el pintor
el artista	el piloto	el mecánico
el actor	el panadero	el fotógrafo
el ingeniero	el músico	la bailarina

Suggested Activities

1. One child is called on to name a profession or occupation. He then calls on another child to make up a Spanish sentence using that word:
   El abogado
   Mi tío es abogado.

2. Games

a. This is a form of charades. A child is called to act out one of the occupations or professions. The rest of the class guesses what he is supposed to be.

b. *Matarile*. This can be sung or recited. If the teacher does not know the melody and has no access to a recording of it, she may teach the children to recite their parts as they act them out. A group of children stand on one side of the room holding hands and facing a child who stands facing them a few feet away.

Ambos a dos (child sings, walking toward the group)
Matarile — rile-rile (returning to post)
Ambos a dos — (walking toward the group)
Matarile — rile-ron (returning to post)
Group (sings)
¿Qué quiere usted? (walking toward the child).
Matarile rile rile (walking back to position).
¿Qué quiere usted? (walking toward the child).
Matarile — rile -ron (walking back to position).
Child sings — (moving back and forth in the same fashion)
Yo quiero un paje
Matarile — rile-rile
Yo quiero un paje
Matarile — rile-ron
Group sings (moving back and forth in the same fashion)
Escójalo usted.
Matarile — rile-rile
Escójalo usted.
Matarile — rile-ron
Child sings — (moving as indicated above)
Escojo a . . . (selects a child and names him)
Matarile — rile-rile
Escojo a . . . (repeats name)
Matarile — rile-ron
Group sings (moving in same fashion)
¿Qué oficio le va a poner?
Matarile — rile-rile
¿Qué oficio le va a poner?
Matarile — rile-ron
Child sings — (moving in same fashion)
Le pondremos . . . (names a profession)
Matarile — rile-rile
Le pondremos . . . (repeats name of profession)
Matarile — rile-ron

The child who has been picked indicates by a nod if he (or she) likes the profession. If he (she) doesn't, the whole

Group sings — (walking back and forth as indicated above)
El (ella) dice que no le gusta
Matarile — rile-rile
El (ella) dice que no le gusta
Matarile — rile-ron.

Here the child picks another profession and states so as before and continues doing this until the selected child nods an approval. In that case the

Group — sings (moving in the same way)
El (ella) dice que le gusta
Matarile — rile-rile
El (ella) dice que le gusta
Matarile — rile-ron

The child leaves his group and comes to join his (her) master. The game starts again, the master and his page walking back and forth toward the group and selecting another child. The group answers in similar fashion.

When all the children have been picked and the group reduced to zero they join hands in a circle and walk around singing

All: Celebremos todos juntos
Matarile — rile-rile
Celebremos todos juntos
Matarile — rile-ron.

Suggested Topics: Second Year of Instruction

In the second year of foreign language instruction all the learnings developed in the first year are maintained and extended. The teacher consciously incorporates previously learned vocabulary and language patterns in planning the development of topics at higher levels.

The first part of the school year can be used profitably for review. During the summer vacation, the children may have lost some of their facility and confidence. The teacher takes the time to introduce them once again to each other, to their room and to their school. The children are encouraged to converse about themselves, their immediate environment and their families. By skillful questioning and handling of dialogues, all the conversational patterns learned during the first year once again become automatic.

It should be remembered, however, that even though the following topics have been planned for the second year of language instruction, it is important for the teacher to continue from the point at which she left off in the first year. The topics have been planned sequentially and the material carefully graded.

MY HOME *(Rooms, Furniture and Activities)*

Introduction

This topic has almost infinite possibilities for developing dialogues based on real situations which the children can understand and enjoy.

A doll house, toy furniture and toy telephones are practical props for this series of lessons. Without them, the teacher will have to resort to large, clear pictures of a house, of the various rooms in a house and of individual pieces of furniture and equipment.

Suggested Procedure

1. In teaching section 1 of the suggested vocabulary for this topic, all the previously learned patterns are reviewed.

   ¿Dónde está la casa (el techo, etc.)?
   Aquí está la casa (el techo, etc.).
   ¿Qué es esto?
   Es la cocina (la sala, etc.).
   ¿Enséñeme la chimenea.
   Aquí está la chimenea.

¿De qué color es el techo?
El techo es rojo.
¿Cuántas ventanas hay en la casa?
Hay cuatro ventanas en la casa.
¿Cómo es su casa?
Mi casa es bonita y pequeña.

2. When the children are familiar with the vocabulary and are reasonably fluent in using the old patterns, they may be taught:

¿Quién está en la cocina?
Mamá está en la cocina.
¿Quién está en la sala?
Papá está en la sala.
¿Quién está en el dormitorio?
El nene (la nena) está en el dormitorio.

3. To review and extend the action series, a child is called on to say and to do the following:

Polite Form	*Familiar Form*
Levántese.	Levántate.
(Yo) Me levanto.	(Yo) Me levanto.
Vaya a la pizarra.	Ve a la pizarra.
(Yo) Voy a la pizarra.	(Yo) Voy a la pizarra.
Coja la tiza.	Coge la tiza.
(Yo) Cojo la tiza.	(Yo) Cojo la tiza.
Dibuje la casa del señor López.	Dibuja la casa del señor López.
(Yo) Dibujo la casa del señor López.	(Yo) Dibujo la casa del señor López.

4. With the same vocabulary, and the same series of actions, the children are now ready to describe what their friends are doing and in this way practice the third person singular.

Polite Form	*Familar Form*
T: Juan, levántese.	T: Juan, levántate.
J: (getting up) (Yo) Me levanto.	J: (Yo) Me levanto.
T: ¿Qué hace él?	T: Qué hace él?
C: El se levanta.	C: El se levanta.
T: Juan, vaya a la pizarra.	T: Juan, ve a la pizarra.
J: (Yo) Voy a la pizarra.	J: (Yo) Voy a la pizarra.
T: Niños, ¿qué hace él?	T: Niños, ¿qué hace él?
C: (El) Va a la pizarra.	C: (El) Va a la pizarra.
T: Juan, coja la tiza.	T: Juan, coge la tiza.
J: (Yo) Cojo la tiza.	J: (Yo) Cojo la tiza.

T: Niños, ¿qué hace él?
C: (El) Coge la tiza.
T: Dibuje la casa del señor López.
J: (Yo) Dibujo la casa del señor López.
T: Niños, ¿qué hace él?
C: (El) Dibuja la casa del señor López.
T: Vaya a su sitio.
J: (Yo) Voy a mi sitio.
T: Niños ¿qué hace él?
C: (El) Va a su sitio.

T: Niños, ¿qué hace él?
C: (El) Coge la tiza.
T: Dibuja la casa del señor López.
J: (Yo) Dibujo la casa del senor López.
T: Niños, ¿qué hace él?
C: (El) Dibuja la casa del señor López.
T: Ve a tu sitio.
J: (Yo) Voy a mi sitio.
T: Niños, ¿qué hace él?
C: (El) Va a su sitio.

5. The teacher will now present the vocabulary based on the living room and drill it with all the previously learned patterns. When the vocabulary is familiar, the following new patterns are taught:

¿Dónde está el señor López?
(El) Está sentado en la butaca.
¿Qué hace (él)?
Está leyendo el periódico.
¿Dónde está la señora López?
(Ella) Está sentada en el sofá.
¿Qué hace (ella)?
Está cosiendo.
¿Dónde está Pedro?
(El) Está sentado en la alfombra.
¿Qué hace (él)?
(El) Está oyendo la radio.
¿Qué hace Teresa?
(Ella) Está tocando el piano.
or
(Ella) Está mirando la televisión.

6. The children will enjoy dramatizing a telephone dialogue, using two toy phones. The scene begins with the ringing of the telephone.

Polite Form

Pedro (picking up the receiver):
¡Hola!
Enrique: ¡Hola! Habla Enrique.
Pedro: Habla Pedro.
Enrique: Buenos días, Pedro.
¿Quiere ir al cine el sábado?

Familiar Form

Pedro: ¡Hola!
Enrique: ¡Hola! Habla Enrique.
Pedro: Habla Pedro.
Enrique: Buenos días, Pedro.
¿Quieres ir al cine el sábado?
Pedro: Voy a pedirle permiso a

Pedro: Voy a pedirle permiso a mamá. (pause) Sí, con mucho gusto, tengo permiso.
Enrique: Bien. Hasta la vista, Pedro. Hasta el sábado.
Pedro: Hasta el sábado.

Adaptations

¿Quiere ir al cine esta noche?
¿Quiere venir a mi casa el domingo?
¿Quiere venir a mi casa esta noche?

¿Quieres ir al cine esta noche?
¿Quieres venir a mi casa el domingo?
¿Quieres venir a mi casa esta noche?

7. To present the vocabulary based on the dining room, the teacher has available all that she needs to set a table. Once again, the new words are drilled with the familiar patterns.

¿Dónde está la mesa?
Aquí está la mesa.
¿Qué es esto?
Es un vaso.
¿Cuántos tenedores hay en la mesa?
Hay tres tenedores en la mesa.
¿De qué color es el mantel?
El mantel es blanco.

8. The teacher then proceeds to set the table and says:

Pongo la mesa.
Pongo el mantel en la mesa.
Pongo un plato en cada sitio.
Pongo un cuchillo a la derecha.
Pongo un tenedor a la izquierda.
Pongo un vaso en cada sitio.
También pongo la sal, la pimienta y el azúcar.

The children are asked to pretend they are setting a table too, and repeat each action after the teacher.

9. One of the children is called on to set the table and the class describes what she does.

Ella pone la mesa.
Pone el mantel.
etc.

10. Later the individual who is setting the table asks:

¿Qué hago (yo)?

First the class in chorus and then the individual children answer.

Polite Form	*Familiar Form*
(Usted) Pone la mesa.	(Tú) Pones la mesa.
(Usted) Pone el mantel en la mesa.	(Tú) Pones el mantel en la mesa.
etc.	

11. The following dialogue may now be memorized.

Polite Form	*Familiar Form*
Mamá: Pronto. Pedro, Ana, a la mesa.	Mamá: Pronto, Pedro, Ana, a la mesa.
Pedro: Bien. Tengo hambre.	Pedro: Bien. Tengo hambre.
Ana: Yo también tengo hambre.	Ana: Yo también tengo hambre.
Mamá: Aquí hay tortilla y ensalada.	Mamá: Aquí hay tortilla y ensalada.
Ana: Esto está delicioso, mamá. Pedro, páseme la sal, por favor.	Ana: Esto está delicioso, mamá. Pedro, pásame la sal, por favor.
Pedro: Mire el postre. ¡Qué bizcocho grande!	Pedro: Mira el postre. ¡Qué bizcocho grande!
Mamá: Lo hice yo misma.	Mamá: Lo hice yo misma.
Adaptations	
¿Tiene usted hambre?	¿Tienes hambre?
Páseme el azúcar, por favor.	Pásame el azúcar, por favor.

Related Vocabulary and Patterns of Speech

1. La Casa

la chimenea	la cocina	la sala
el cuarto	el comedor	el techo
el dormitorio	el baño	el balcón

¿Quién es . . . ?	¿Qué ve usted?
¿Qué hace él? ella?	¿Qué ves tú?
(El) se levanta.	la casa de . . .

2. La Sala

la butaca	la televisión	la lámpara
el sofá	el piano	el teléfono
la alfombra	la radio	la grabadora (tape recorder)
el televisor	el periódico	

esta noche	Ella cose.
Él (ella) lee.	Soy yo.
Él (ella) oye la radio.	¿Quiere venir a mi casa?
Él (ella) toca el piano.	¿Quieres ir al cine?

Él (ella) mira la televisión.
Él está sentado.
Ella está sentada.
Hasta el sábado (domingo) etc.
Hasta la vista.
Voy a pedirle permiso a mamá.
Con mucho gusto.
Tengo permiso.
Hasta pronto.
Hasta luego.

3. El Comedor

la mesa	la servilleta	el azúcar
el mantel	el jarro de agua	también
el plato	el vaso	la taza
el cuchillo	la sal	la azucarera
la cuchara	la pimienta	la lechera
el tenedor		

(Yo) pongo la mesa
ella pone la mesa
usted pone la mesa
tú pones la mesa
en cada sitio
a la izquierda
a la derecha
¿Qué hago yo?
Pienso en algo.

4. La Cocina, el Dormitorio, el Baño

el refrigerador	el lavamanos	el jabón
la estufa	la cama	la servilleta
	el tocador	con

Suggested Activities

1. If a dollhouse and toy equipment are available, the teacher may give directions and have the children arrange the furniture and equipment accordingly. This can be varied by having a child give the directions.

Polite Form	*Familiar Form*
Ponga el piano en la sala.	Pon el piano en la sala.
Ponga la silla delante del piano.	Pon la silla delante del piano.
Ponga la lámpara en la mesa.	Pon la lámpara en la mesa.

2. Pantomime: One child pretends to sew or to read, etc. The teacher asks "¿Qué hace ella (él)?" and the class or a child answers, "Ella está cosiendo (leyendo, etc.)."

3. The teacher may prepare rexographed sheets containing an outline of a house and pictures of other objects relating to the home. She distributes the sheets and gives the following directions:

Pinten de rojo el techo de la casa.
Pinten el sofá de azul.

4. Using the doll house or pictures the teacher says:

¿Qué ve usted en la sala?

One child answers

(Yo) Veo la butaca.

Another child continues

(Yo) Veo la butaca, y el sofá, etc.

5. GAMES

a. One child says:

(Yo) Pienso en algo.

Another asks:

¿En la cocina?

If the answer is:

Sí, está en la cocina.

the questions are continued until the object is identified.

¿Es el refrigerador?

No, no es el refrigerador.

¿Es la estufa?

Sí, es la estufa.

b. *Sí o no.* The teacher makes a statement — about anything in the house, rooms, etc., and the children have to tell whether the statement is *Sí o no.* (True or false).

c. Children write their telephone numbers on a piece of paper and throw them in a box. One child picks a number and telephones, using the toy telephones. The two children then proceed with their memorized dialogues or adaptations of them.

6. SONGS

El Patio de Mi Casa

El patio de mi casa
Es muy particular
Cuando llueve se moja
Cómo los demás

Y agáchate
Y vuélvete a agachar
Que las agachaditas
Son buenas de bailar.

MY TOYS (*Games, Parts of the Body, Clothing*)

Introduction

This topic is divided into three sections. The first deals with toys and games, the second with parts of the body, and the third with clothing.

For the presentation of the new vocabulary the teacher will have available the toys mentioned in the vocabulary (or pictures representing them) as well as puppets and dressed dolls.

Suggested Procedure

1. The vocabulary listed under *Los Juguetes* is introduced and practiced by means of all the previously learned questions or commands and responses.

Polite Form	*Familiar Form*
Enséñeme la muñeca.	Enséñame la muñeca.
Esta es la muñeca.	Esta es la muñeca.
¿Dónde está el tren eléctrico?	¿Dónde está el tren eléctrico?
El tren eléctrico está en el piso.	El tren eléctrico está en el piso.
¿Tiene usted una bicicleta?	¿Tienes tú una bicicleta?
(Yo) Tengo una bicicleta.	(Yo) Tengo una bicicleta.
¿De qué color es su aro?	¿De qué color es tu aro?
Mi aro es rojo y amarillo.	Mi aro es rojo y amarillo.
¿Cómo se llama su muñeca?	¿Cómo se llama tu muñeca?
Mi muñeca se llama Titina.	Mi muñeca se llama Titina.
¿Cuántas pelotas tiene usted?	¿Cuántas pelotas tienes?
(Yo) Tengo cuatro pelotas.	(Yo) Tengo cuatro pelotas.
Vaya a la pizarra y dibuje un trompo.	Ve a la pizarra y dibuja un trompo.
(Yo) Voy a la pizarra y dibujo un trompo.	(Yo) Voy a la pizarra y dibujo un trompo.
Déme el tambor.	Dame el tambor.
(Yo) Le doy el tambor.	(Yo) Te doy el tambor.

2. When the new vocabulary can be used actively, new questions are introduced.

Polite Form	*Familiar Form*
¿Qué hace usted con los juguetes?	¿Qué haces tú con los juguetes?
(Yo) Juego con los juguetes.	(Yo) Juego con los juguetes.
¿Qué hace usted con los patines?	¿Qué haces tú con los patines?
(Yo) Patino con los patines.	(Yo) Patino con los patines.
¿Qué hace Ud. con la pelota?	¿Qué haces tú con la pelota?
(Yo) Juego con la pelota.	(Yo) Juego con la pelota.

3. This leads to:

Polite Form	*Familiar Form*
¿Sabe usted correr en bicicleta?	Sabes tú correr en bicicleta?
Sí, yo sé correr en bicicleta.	Sí, yo sé correr en bicicleta.
¿Sabe usted patinar?	¿Sabes tú patinar?
Sí, yo sé patinar.	Sí, yo sé patinar.
Sabe usted jugar a la pelota?	¿Sabes tú jugar a la pelota?
Sí, yo sé jugar a la pelota.	Sí, yo sé jugar a la pelota.

¿Le gusta su muñeca?	¿Te gusta tu muñeca?
Me gusta mi muñeca.	Me gusta mi muñeca.
¿Le gusta jugar con la pelota?	¿Te gusta jugar con la pelota?
Me gusta jugar con la pelota.	Me gusta jugar con la pelota.

4. The patterns *de quién es* and *es de* are taught and drilled with the new words.

¿De quién es la muñeca?
Es mía.
¿De quién es la bomba?
Es suya. (tuya)
De quién es el tren eléctrico?
Es de él.
De quién es la pelota?
Es de ella.
¿Es suya (tuya) la bicicleta?
No, no es mía, es de él.

5. The following dialogue is presented for memorization:

Polite Form	*Familiar Form*
Enrique: (Knocks at the door or rings doorbell)	E: (Knocks at the door or rings doorbell)
Luis: ¡Entre! Buenos días, Enrique.	L: ¡Entra! Buenos días, Enrique.
E: Buenos días, Luis. ¿Cómo está?	E: Buenos días, Luis. ¿Cómo estás?
L: Estoy bien.	L: Estoy bien.
E: ¿Dónde está su mamá?	E: ¿Dónde está tu mamá?
L: En la cocina. Está cocinando.	L.: En la cocina. Está cocinando.
E: ¿A qué jugamos?	E: ¿A qué jugamos?
L: Podemos jugar a los vaqueros.	L: Podemos jugar a los vaqueros.
E: Está bien.	E: Está bien.
L: Vámonos a mi cuarto.	L: Vámonos a mi cuarto.

Adaptations:

¿Cómo está?	¿Cómo estás?
Así, así.	
¿Dónde está su papá?	¿Dónde está tu papá?
Está en la sala. Lee el periódico.	
¿Dónde está su hermana?	¿Dónde está tu hermana?
Está en su cuarto.	
Está haciendo sus lecciones.	
¿Dónde está su hermano?	¿Dónde está tu hermano?
Salió. Está jugando al fútbol.	

¿A qué podemos jugar?
Podemos jugar con el tren eléctrico.
Podemos jugar a las
muñecas.

6. To present the vocabulary on *Las Partes del Cuerpo* the teacher will use a doll or puppet. When some of the words have been mastered, they may be used in this way.

Polite Form	*Familiar Form*
Toque las orejas	Toca las orejas.
(Yo) Toco las orejas.	(Yo) Toco las orejas.
Levante las manos.	Levanta las manos.
(Yo) Levanto las manos.	(Yo) Levanto las manos
Baje las manos.	Baja las manos.
(Yo) Bajo las manos.	(Yo) Bajo las manos.
Levante la mano derecha.	Levanta la mano derecha.
(Yo) Levanto la mano derecha.	(Yo) Levanto la mano derecha.
Baje la mano derecha.	Baja la mano derecha.
(Yo) Bajo la mano derecha.	(Yo) Bajo la mano derecha.
Vire la cabeza.	Vira la cabeza.
(Yo) Viro la cabeza.	(Yo) Viro la cabeza.
Abra la boca.	Abre la boca.
(Yo) Abro la boca.	(Yo) Abro la boca.
Cierre los ojos.	Cierra los ojos.
(Yo) Cierro los ojos.	(Yo) Cierro los ojos.

7. Now that the children know the Spanish equivalents for the names of the parts of the body, they are ready to talk about their morning activities.

¿Qué hace usted (hace tú) por la mañana?
(Yo) Me levanto a las siete.
(Yo) Me lavo la cara.
(Yo) Me lavo las manos.
(Yo) Me limpio los dientes.
(Yo) Me visto.
(Yo) Me peino.

8. With the new vocabulary the children can now discuss in Spanish their pains and aches. The teacher performs a little scene with one of the puppets who is acting very distressed.

Polite Form	*Familiar Form*
Teacher: ¿Qué tiene usted?	Teacher: ¿Qué tienes (tú)?
Pinocho: Ay, ay, ay. Tengo dolor de garganta.	Pinocho: Ay, ay, ay. Tengo dolor de garganta.

She then asks the class, "¿Qué tiene el?" and elicits, "Tiene dolor de garganta."

Adaptations

¿Qué tiene usted?
Tengo dolor de muelas (diente).

¿Qué tienes?
Tengo dolor de muelas (diente).

¿Qué tiene él?
Tiene dolor de cabeza.

9. By this time, even taking attendance affords an opportunity for a lively dialogue.

T: ¿Quién está ausente hoy?
C: Roberto está ausente.
T: ¿Porqué está ausente?
C: Está enfermo.
T: ¿Qué tiene?
C: (Tiene) Dolor de garganta.
T: ¡Qué pena!

10. To teach the vocabulary based on clothing *La Ropa* the teacher holds up a dressed doll, whom she calls Ana, and says:

Esta es Ana. ¿Qué lleva ella?
Ana (Ella) lleva un vestido, etc.

To teach "la falda" and "la blusa" she points to a girl who happens to be wearing a skirt and blouse. For the boys' clothing, she uses the boys themselves as models. She also describes her own clothing, thus introducing:

¿Qué llevo (yo)?
(Yo) Llevo un vestido, zapatos, medias de nilón, un abrigo, un sombrero y guantes.

11. Special attention should now be given to the position of adjectives in Spanish since this is one of the structural patterns which is different from the English.

¿Quién lleva pantalones negros?
Roberto lleva pantalones negros.
¿Quién lleva una camisa blanca?
Manuel lleva una camisa blanca.
¿Quién lleva una corbata azul?
Pedro lleva una corbata azul.
¿Tiene usted (tienes tú) un traje amarillo?
Sí, yo tengo un traje amarillo.
¿Tiene usted (tienes tú) zapatos negros?
Sí, yo tengo zapatos negros.

12. To introduce *ponerse* for put on, the teacher pretends to dress for leaving and says:

(Yo) Me pongo el abrigo.
(Yo) Me pongo el sombrero.
(Yo) Me pongo los guantes.

The children take turns dressing up and describing their actions in Spanish. The expression *Yo me quito* . . . is taught in the same manner.

13. The use of the contraction of *de* plus the definite article requires a great deal of practice and can be begun at this point. The teacher directs the attention of the class to a picture of a family and proceeds as follows:

¿De qué color es el pantalón del niño?
El pantalón del niño es gris.
¿De qué color es el pantalón del padre?
El pantalón del padre es negro.
¿De qué color es el vestido de la madre?
El vestido de la madre es rojo.
¿De qué color es el vestido de la niña?
El vestido de la niña es blanco.
¿De qué color es el vestido de la nena?
El vestido de la nena es azul.
De qué color es el sombrero del hombre?
El sombrero del hombre es marrón.

Related Vocabulary and Patterns of Speech

1. Los Juguetes

la muñeca	el aro (hoop)	el trompo (top)
la bicicleta	los vaqueros	el tambor
el tren eléctrico	la pelota	los patines

¿Qué hace usted con . . . ?
¿Qué haces con . . . ?
(Yo) Patino.
(Yo) Corro en bicicleta.
¿Te gusta . . . ?
Me gusta . . .
¿Le gusta . . . ?
¿De quién es . . . ?

¿Sabe usted patinar? (correr en bicicleta, jugar a la pelota)
¿Sabes tú patinar? (correr en bicicleta, jugar a la pelota)
(Yo) Juego a la pelota.
(Yo) Sé, patinar (correr en bicicleta, jugar a la pelota).
Es mío (mía, suyo, suya, tuyo, tuya, de él, de ella).

2. Las Partes del Cuerpo

la cabeza	los dientes	la espalda
la cara	las orejas	la mano

la nariz	el pelo	el brazo
los ojos	la garganta	el dedo
la boca		

Levante las manos.
Levanta las manos.
(Yo) Levanto las manos.
Bajo las manos.
Baja las manos.
(Yo) Bajo las manos.
¿Qué hago por la mañana?
Tengo dolor de cabeza (de garganta, de muelas).
la mano derecha
la mano izquierda
(Yo) Me lavo la cara.
(Yo) Me limpio los dientes.
(Yo) Me peino.
¿Qué tiene él?
(El) Tiene dolor de cabeza (de garganta, de muelas).

3. La Ropa

el vestido	los calcetines	los pantalones
la blusa	los zapatos	la camisa
la falda	los guantes	la corbata
el sombrero	el abrigo	el cinturón

¿Qué lleva usted?
¿Qué llevas tú?
Llevo . . .
¿Qué se pone usted?
¿Qué te pones?
(Yo) Me pongo el sombrero (el abrigo, etc.).
(Yo) Me quito el sombrero (el abrigo, etc.).
los pantalones del niño
el vestido de la niña
el sombrero del hombre

4. Supplementary

el osito	la pierna	el bolsillo
la cuerda	el rabo	el paraguas
el laboratorio quimico	las patas	la capa
la chiringa	la barbilla	las medias de nilón
el pañuelo	el codo	los chanclos

Suggested Activities

1. Somewhere in this series of lessons the teacher may find the opportunity to discuss with the children the making of puppets. Teachers are referred to *Puppetry in the Curriculum,* New York City Board of Education Curriculum Bulletin No. 1 1947-48 Series.

   The children may be encouraged to perform, with their puppets, previously learned dialogues, improvised dialogues or playlets which they have made up themselves.

2. A child is called on to select a toy from the teacher's collection and talk about it to the class.

   "Mi muñeca se llama Ana. Es bonita. Me gusta mi nuñeca, etc."

3. The attention of the class is directed once again to the pictures representing the members of the family. Individual children are called on to describe what each member of the family is wearing.

4. The teacher describes a child and the class tries to guess who it is.

   "Es un niño pequeño. Tiene el pelo castaño y los ojos azules. Lleva pantalones grises, camisa blanca y corbata roja. ¿Quién es?"

5. One child is called on to describe another member of the class and the others try to guess who it is.

6. GAMES

   a. *Juan Dice*

   This is the Spanish variation of "Simon Says."

   Juan dice, "Toquen la cabeza, toquen el pie, etc."

   b. The teacher starts with "Pongo una camisa en la maleta." A child continues, "Pongo unos pantalones y una camisa en la maleta." Each child adds an article of clothing to the previous list.

   c. *Doña Ana*

   One child poses as Doña Ana and stands in the center. The rest of the children join hands in a circle and walk around her, singing:

   Doña Ana no está aquí
   Que está en su vergel
   Abriendo la rosa
   Y cerrando el clavel
   Mariquita la de atrás
   Le pregunta cómo está (here they stop and ask her)
   ¿Cómo está Doña Ana?
   Doña Ana — Con dolor de cabeza.

   The children keep moving around and repeating the same song, always stopping to ask Doña Ana how she is. She keeps answering that she is progressively worse.

   Con fiebre.
   Con dolor de estómago.
   Grave, etc.

   When she says *muerta* she gets up and goes after the children, who run away. The child she catches will be Doña Ana for the next round.

7. SONG

Tengo Una Muñeca

Tengo una muñeca vestida de azul
Con zapatos blancos y velo de tul
Las medias caladas de fino andaluz
El cuello escotado con su canesú.

8. POEM

Dos y dos son cuatro, cuatro y dos son seis
Seis y dos son ocho y ocho dieciséis
Y ocho veinticuatro y ocho treinta y dos
La medalla de oro me la lleo yo.

FOODS AND MEALS

Introduction

The children are always delighted with the lessons on foods. A great many words are listed in the vocabulary, but the teacher is again reminded to be selective and not to attempt too much during any one lesson. One way of organizing this topic is to break it down into five parts and present separately and consecutively lessons on fruits, vegetables, breakfast, lunch and dinner. The teacher will be prepared with as many of the following as possible.

A basket of artificial fruits
Pictures of foods
Felt cut-outs of foods
Real food
Table settings

In advance of these lessons, the children may be asked to start a scrapbook with pages devoted to pictures of fruits and vegetables and to pictures of foods usually included in breakfast, lunch and dinner menus.

Suggested Procedure

1. The children are asked to arrange on their desks their pictures or drawings of fruits. The teacher begins by saying:

   ¿Quién tiene una banana?

   She repeats the question several times until someone in the class understands and answers:

   Yo tengo una banana.

   This leads to:

   ¿Le gustan (te gustan) las bananas?

   and

   ¿De qué color es la banana?

2. The Spanish names of the rest of the fruits are taught by direct association with the pictures or objects and are used with all the previously learned patterns.

Polite Form	*Familiar Form*
Déme una cereza.	Dame una cereza.
Cuente las uvas.	Cuenta las uvas.
¿Cuántas manzanas tiene usted?	¿Cuántas manzanas tienes?
¿Dónde está la toronja?	
¿Qué ve usted en la canasta?	¿Qué ves tú en la canasta?
Ponga el limón encima de la mesa.	Pon el limón encima de la mesa.

3. The question, ¿Qué prefiere usted (prefieres tú)? helps reinforce the new vocabulary.

¿Qué prefiere usted (prefieres tú) la toronja o el melón?
Yo prefiero el melón.

4. To introduce the verb *comer,* the teacher may pretend to eat a piece of fruit and asks:

¿Qué como (yo)?
(Yo) Como un melocotón.
¿Cómo es el melocotón?
El melocotón es bueno.
El melocotón es muy sabroso.
El melocotón está maduro.
El melocotón no está verde.
La banana no está madura.

5. For the lesson on vegetables, the teacher starts by pretending to prepare a salad. On the table there are either artificial vegetables, real ones or pictures. After having taught the word *legumbres* she says:

Voy a preparar una ensalada.
Déme (Dame) una legumbre para la ensalada.
As each child gives her an appropriate vegetable, the teacher continues:
Gracias, yo tomo un tomate (una zanahoria, una cebolla, lechuga, un rábano, un pepino, apio).

The names of the vegetables are then taught and practiced with these questions and commands:

¿Qué es esto?
¿Dónde está . . . ?
Déme (Dame) . . .
Enséñeme (Enséñame) . . .
¿De qué color es . . . ?
¿Le gusta (Te gusta) . . .?

¿Qué prefiere usted (prefieres tú) . . . ?
¿Está maduro (a) ?
¿Tiene buen gusto?
¿Tiene mal gusto?
¿Cuántas (cuántos) . . . tiene usted (tienes tú) ?

6. Before starting the lessons on meals, the children are asked to bring in pictures of what they usually have for breakfast, lunch and dinner. The teacher looks at one child's breakfast pictures and says: "Para el desayuno María toma jugo de naranja, pan con mantequilla, un huevo, y leche. ¿Qué toma María?"

All the breakfast foods are soon learned in this way. Following are key questions and answers which may be used to drill the vocabulary:

Polite Form	*Familiar Form*
¿Qué toma usted para el desayuno?	¿Qué tomas para el desayuno?
Tomo jugo de naranja, un huevo, y leche.	
¿Qué come usted por la mañana?	¿Qué comes por la mañana?
Por la mañana como huevos y tostadas.	
¿Qué toma usted por la mañana?	¿Qué tomas por la mañana?
Tomo leche (chocolate).	
¿Qué come su papá para el desayuno?	¿Qué come tu papá para el desayuno?
Come huevos y tostadas.	
¿Qué toma su papá por la mañana?	¿Qué toma tu papá por la mañana?
Toma café con leche.	
¿Qué come su mamá para el desayuno?	¿Qué come tu mamá para el desayuno?
Come un panecillo y té.	
¿Toma usted té?	¿Tomas té?
No, no tomo té.	

7. The following dialogue may be memorized and dramatized:

Polite Form	*Familiar Form*
Robert: Buenos días, mamá.	R: Buenos días, mamá.
Mother: Buenos días, Roberto. ¿Tiene hambre?	M: Buenos días, Roberto. ¿Tienes hambre?
R: Sí, mamá, tengo mucha hambre.	R: Sí, mamá, tengo mucha hambre.
M: ¿Qué quiere hoy?	M: ¿Que quieres hoy?
R: Déme jugo de naranja, tostadas, un huevo pasado por agua, y leche.	R: Dame jugo de naranja, tostadas, un huevo pasado por agua, y leche.

M: Bien. (Prepares food quickly and brings it to the table.)
Aquí tiene jugo de naranja, tostadas, un huevo pasado por agua, y leche.
R: Gracias, mamá.

M: Bien. (Prepares food quickly and brings it to the table.)
Aquí tienes jugo de naranja, tostadas, un huevo pasado por agua, y leche.
R: Gracias, mamá.

8. The foods usually eaten at lunch are introduced in the same way as the breakfast foods.

¿Qué come (comes) para el almuerzo?
Como sopa, un sandwich de queso, y leche.

9. The following dialogue may now be memorized and dramatized:
The scene takes place in the kitchen. The clock strikes 12:00. Roberto and María come rushing into the room.

María: Buenos días, mamá.
Roberto: Buenos días, mamá. Algo huele bien. ¿Qué es?
Mother: Es la sopa. Siéntense. Les voy a traer la sopa y un sandwich.
María and Roberto: Gracias, mamá.
(Mother puts food on the table.)
María: ¿Y de postre?
Mother: ¿Qué prefieren, bizcocho o fruta?
María: Fruta, por favor.
Roberto: Bizcocho para mí.
Mother: Aquí están.

10. After the names of the dinner foods have been taught, the dialogues can be adapted to include them.

11. To vary the procedure the teacher reads the following paragraph to the class and has the children answer the questions based on it.

Son las seis. Toda la familia está en la mesa. Mamá sirve la comida. Hay jugo de tomate, rosbif, papas fritas, guisantes, y ensalada. De postre, hay bizcocho de chocolate. Papá toma té y mamá toma café, pero Roberto y María prefieren leche. Esta es una buena comida.

1. ¿Qué hora es?
2. ¿Quién sirve la comida?
3. ¿Qué hay de comer?
4. ¿Qué hay de postre?
5. ¿Qué toma papá?
6. ¿Qué toma mamá?
7. Qué prefieren María y Roberto?

Related Vocabulary and Patterns of Speech

1. Las Frutas

la banana	la cereza	maduro (a)
la naranja	la toronja	verde
la piña	la fresa	dulce
el limón	el melón	fresco (a)
la pera	el melocotón	sabroso (a)
la uva	el mangó	la manzana

la canasta de frutas	¿Qué come usted?
¿Qué prefiere usted?	¿Qué comes?
¿Qué prefieres?	¿Le gusta . . . ?
Yo prefiero	¿Te gusta . . . ?
¿Qué como yo?	Me gusta . . .
Yo como . . .	¿Le gustan . . . ?
	¿Te gustan . . . ?

2. Las Legumbres

la papa	la cebolla	el pepino
la zanahoria	las habichuelas	el apio
el tomate	la lechuga	la ensalada
los guisantes	el rábano	

3. El Desayuno

por la mañana	el pan	el café
el jugo de naranja	el panecillo	el té
el huevo	la tostada	el chocolate
caliente	la mantequilla	el café con leche
el cereal	el agua	frío
la jalea	la leche	el huevo pasado por agua

Yo tomo	Tengo mucha hambre.
El (ella) toma	Tengo sed.
¿Qué toma usted?	¿Tiene sed?
¿Qué tomas?	¿Tienes sed?
¿Tiene usted hambre?	¿Qué quiere usted?
¿Tienes hambre?	¿Qué quieres?
Tengo hambre.	

4. El Almuerzo

la sopa	el pescado	la torta
la tortilla	el postre	el bizcocho
el sandwich	el queso	

todos	de postre
algo huele bien	además

5. La Comida

la carne	el biftec	la chuleta de oveja
la carne de res	el pollo	el jugo de tomate
la carne de cerdo	el pavo	el pastel de manzana
el jamón	las papas fritas	el pastel de cerezas
el rosbif	la chuleta de ternera	el helado

Suggested Activities

1. Four children are called on to sit around a table and pretend they are mother, father and two children ready for dinner. On the table there are various foods and the children ask for what they want. The conversation is an adaptation of the learned dialogues.

2. The artificial foods or pictures of foods are on the teacher's desk. In front of the room there is a table set with tablecloth, etc. The teacher calls on various children to put certain foods on the table.

   Isabel, ponga (pon) el pan en la mesa.
   Guillermo, ponga (pon) tres manzanas en la mesa.

3. A child is called on to pick up a fruit or vegetable and talk about it.

   Esta es una manzana. La manzana es roja y verde. Como la manzana.

4. The children are asked to pick up one of the picture menus of either breakfast, lunch or dinner and explain it in Spanish.

   Este es mi almuerzo. Para el almuerzo como pescado, ensalada, pan con mantequilla y fruta.

5. The pictures of the food and meals are scrambled upside down on the table. A child is called on to choose a card. He then names the food or describes the action in the picture.

6. The teacher or leader asks children to pick fruits from the basket. When the basket is empty the leader says:

   ¿Quién tiene la manzana?

   The child who has it answers:

   Yo tengo la manzana. Yo pongo la manzana en la canasta.

7. The table is set with empty dinner plates. The children are called upon to choose various foods from the pictures on the table and fill their dinner plates explaining in Spanish what they are doing.

8. Games
   a. All the children stand. The teacher or leader holds up the picture of a food and says:

Este (esta) es . . .

If the statement is true the children raise their hands. If it is false they don't move. If a child raises his hand at the wrong time, he is out of the game and sits down.

b. One child is chosen as leader. He has in front of him samples or pictures of foods. The rest of the children raise their hands one at a time and request some food by saying, "Quiero pan." The leader presents the proper foods saying, "Este es el pan."

The converasation continues with *gracias* and *de nada.* If the leader misses, the child whose question caused him to miss, takes over as leader.

c. One child is chosen to hide some food in back of him. The rest of the class tries to identify the food from the hints given.

Tengo algo bueno.
Tengo algo pequeño.
Tengo algo amarillo.

9. POEM

Quiero leche
Quiero pan
Quiero cosas
Que no me dan.

10. SONGS

a. *Arroz con Leche*

Arroz con leche
me quiero casar
con una viudita
de la capital
que sepa coser
que sepa bordar
que ponga la mesa
en su santo lugar

b. *El Mango* [1]

Volemos amigos
al bosque corramos
y presto subamos
al rico mangó
al rico mangó
El árbol que ofrece
la fruta bendita
la más exquisita
que el hombre soñó.

1. Muñoz, Maria. *Nuestras Canciones.* New York: Silver Burdett Co., 1954.

d. *Canción de las Manzanas*[1]

Manzanas llevo
dulces manzanas
manzanas dulces
para vender
manzanas dulces
de aroma grato
manzanas dulces
como la miel.

GOING MARKETING

Introduction

In addition to the pictures of food, the teacher will need American and Spanish coins and paper money. When the question arises, she is prepared to explain as simply as possible the Spanish monetary system and compare it with ours. Furthermore, there is an opportunity here to explain the Spanish kilo and to describe a typical Spanish market scene.

Suggested Procedure

1. In the following dialogue a mother asks her daughter to go to the store for her. She tells her what to buy, gives her a bill and warns her to be careful with the change.

Polite Form	*Familiar Form*
Mamá: Carmen, ¿quiere ir a la tienda?	M: Carmen, ¿quieres ir a la tienda?
Carmen: Sí, mamá. ¿Qué necesita?	C: Sí, mamá. ¿Qué necesitas?
Mamá: Necesito una docena de huevos, dos libras de papas y seis bananas.	M: Necesito una docena de huevos, dos libras de papas y seis bananas.
C: ¿Algo más?	C: ¿Algo más?
M: Nada más. Aquí tiene un billete de cinco dólares. Tenga cuidado. No pierda la vuelta.	M: Nada más. Aquí tienes un billete de cinco dólares. Ten cuidado. No pierdas la vuelta.

Adaptations

¿Quiere ir a la bodega?	¿Quieres ir a la bodega?
a la panadería?	a la panadería?
a la carnicería?	a la carnicería?
al mercado?	al mercado?

Necesito una libra de cebollas.
cuatro tomates.
pan.
dos pollos y un rosbif.

2. The following dialogue takes place between the storekeeper and Carmen. Carmen buys what she needs, pays for it and waits for her change.

El tendero: Buenos días, señorita. ¿Cómo está?
Carmen: Bien gracias. ¿Y usted?
El tendero: Regular. ¿Qué desea?
Carmen: Déme una docena de huevos.
El tendero: ¿Qué más?
Carmen: Dos libras de papas y seis bananas.
El tendero: Aquí tiene dos libras de papas y seis bananas.
Carmen: ¿Cuánto le debo?
El tendero: Un dólar veinticinco centavos.
Carmen: Cobre de este billete de cinco dólares.
El tendero: Gracias, señorita. Aquí tiene la vuelta.

3. The following dialogue takes place between the fruit merchant and Sra. López, who examines the fruit, compares prices, makes a selection and pays for the merchandise.

Sra. López: Buenos días, señor.
El tendero: Buenos días, señora.
Sra. López: ¿Tiene frutas frescas hoy?
El tendero: Si, señora. Tengo melocotones, peras y fresas sabrosas.
Sra. López: ¿Cuánto cuestan los melocotones?
El tendero: A veinte centavos la libra, señora.
Sra. López: Son baratos. ¿Y las peras?
El tendero: Treinta centavos, señora.
Sra. López: ¡Son caras! Bien, déme dos libras de melocotones y una de peras.
El tendero: ¿Algo más, señora?
Sra. López: Nada más. ¿Cuánto le debo?
El tendero: Setenta centavos.
Sra. López: Bien, aquí tiene un billete de un dólar.
El tendero: Gracias, señora. Aquí tiene la vuelta.

4. To be able to expand and adapt the above dialogues, the children will need to know how to count up to 100. At first they are taught to count by tens, and then from 21-30, 31-40, etc.

Related Vocabulary and Patterns of Speech

el mercado	el céntimo	treinta
la tienda	el centavo	cuarenta
la bodega	el dólar	cincuenta
la carnicería	la vuelta	sesenta
la panadería	el billete	setenta
la confitería	la docena	ochenta
la dulcería	la balanza	noventa
la peseta	la libra	cien
el real	veinte	comprar

¿Qué necesita?	Dame . . .
Necesito . . .	caro
¿Cuánto le debo?	por favor
Son baratos.	Aquí tiene . . .
¿Qué más?	un billete de cinco dólares
¿Algo más?	un vellón
Nada más.	regular
No pierda . . .	cobre
Déme . . .	

Suggested Activities

1. A store is set up in front of the classroom. All the foods are displayed. One child is chosen to be a storekeeper. As each customer comes in, he converses with the storekeeper, selects some food, pays and leaves.

2. The children order groceries by telephone.

3. GAMES
   a. One child starts by saying, "Voy a la tienda y compro pan." Another child continues, "Voy a la tienda y compro pan y mantequilla." The aim is to repeat as long a list as possible.
   b. The first person in each row is given a piece of chalk. Each one is then asked a question. If he answers correctly, he passes the chalk to the child in back of him. Otherwise he holds it for the next round when he is asked another question. The first row that passes the chalk all the way down, wins.

GOING TO A RESTAURANT

Introduction

For these lessons, the teacher will need Spanish menus, pictures of foods, and a table and two chairs set up as though it were part of a restaurant.

Suggested Procedure

1. The stage is set for a scene in a restaurant. The teacher pretends to be a waiter. A youngster volunteers to be the hungry client. The following dialogue is developed:

El mozo: Buenos días, señor. Aquí tiene el menú.
Sr. Ramírez: Gracias.
El mozo: ¿Que va a tomar?
Sr. Ramírez: Primero quiero sopa.
El mozo: ¿Y después?
Sr. Ramírez: Un biftec.
El mozo: Bien. Y ¿qué clase de legumbres?
Sr. Ramírez: Papas fritas, habichuelas tiernas y ensalada.
El mozo: ¿Y de bebida?
Sr. Ramírez: Café con leche.
El mozo: ¿Y de postre?
Sr. Ramírez: Helado.
El mozo: ¿Algo más?
Sr. Ramírez: Nada más. Déme la cuenta, por favor.

2. After having learned the simple dialogue, the children try the following more difficult one.

Sr. García: Déme el menú, por favor.
El mozo: Aquí lo tiene. ¿Desea sopa o entremeses?
Sr. García: Entremeses.
El mozo: Bien, señr. ¿Y como plato principal qué quiere, chuletas de ternera o biftec?
Sr. García: Biftec.
El mozo: ¿Bien frito o vuelta y vuelta?
Sr. García: Vuelta y vuelta. No me gusta la carne bien cocida.
El mozo: ¿Quiere guisantes o habichuelas tiernas?
Sr. García: Guisantes y papas fritas.
El mozo: ¿Qué quiere de postre, pastel de manzanas o helado de chocolate?
Sr. García: Prefiero pastel de manzanas.
El mozo: Bien, señor. ¿Algo más?
Sr. García: No, gracias. Déme la cuenta por favor.
El mozo: Aquí la tiene.

3. The teacher reads the following story to the class. She then asks questions based on the story and the children answer in complete Spanish sentences. This is an exercise in listening comprehension as well as in speaking.

Es sábado por la tarde. La familia Rosas va a comer a un pequeño restaurante. Son cuatro personas: La Sra. Rosas, el Sr. Rosas y los hijos Pedro y Dolores. Se sientan a la mesa cerca de la ventana. El mozo trae el menú. Hay muchas cosas de comer. El señor Rosas ordena la comida. La señora Rosas quiere sopa, rosbif y papas fritas. Pedro y Dolores desean jugo de tomates, pollo, puré de papas y habichuelas tiernas. El señor Rosas toma café con leche. La señora Rosas toma café negro. El señor Rosas ordena leche para Dolores y Pedro. De postre, el mozo trae bizcocho de chocolate para el señor Rosas, pastel de manzanas para la señora Rosas, y helado para los niños. ¡Qué comida sabrosa! El mozo trae la cuenta y el señor García le deja una propina.

1. ¿Qué día de la semana es?
2. ¿A dónde va la familia Rosas?
3. ¿Cuántos miembros tiene la familia Rosas?
4. ¿Cómo se llama el niño?
5. ¿Cómo se llama la niña?
6. ¿Quién ordena la comida?
7. ¿Qué pide la señora Rosas?
8. ¿Qué desea el señor Rosas?
9. ¿Qué desean Pedro y Dolores?
10. ¿Qué le deja el señor Rosas al mozo?

4. When the teacher is confident that the children understand and pronounce accurately most of the restaurant and food vocabulary, she may write on the board a typical Spanish menu. Only the familiar vocabulary should be included. The teacher will pronounce each word on the menu, have the children imitate and repeat and guard against having the printed word affect adversely the quality of the pronunciation.

Related Vocabulary and Patterns of Speech

la sopa	las frituras	el plato principal
el menú	el puré de papas	vuelta y vuelta
la propina	después	bien cocido
las papas fritas	la cuenta	los entremeses
la comida	en seguida	primero

¿Qué va a tomar?	Tráigame
¿Qué vas a tomar?	Queremos . . .
¿Desea . . . ?	No me gusta . . .
¿Deseas . . . ?	El ordena la comida
Deseo . . .	¡Qué comida sabrosa!

Quisiera . . .	los miembros
bien frito (a)	pide
por la tarde	deja

Suggested Activities

1. Have children make up their own Spanish menus.
2. Distribute some menus and have children order a meal.
3. As two children act out a scene in pantomime, other children tell in Spanish what is happening:

   El hombre entra en el restaurante.
   Se sienta a la mesa.
   El mozo trae el menú.

Suggested Topics:
Third Year of Instruction

In the third year of foreign language instruction all the learnings developed in the first and second year are maintained and extended. The teacher consciously incorporates previously learned vocabulary and language patterns in the development of topics at higher levels.

The first part of the school year can be used profitably for review. During the summer vacation the children may have lost some of their facility and confidence. The teacher takes the time to introduce them once again to each other, to their room and to their school. The children are encouraged to converse about themselves, their immediate environment and their families. By skillful questioning and handling of dialogues, all the conversational patterns learned during the first and second year become automatic.

Although the following topics have been planned for the third year of instruction, it is important for the teacher to continue from the point at which she left off in the second year. The topics have been planned sequentially and the material carefully graded.

STREETS AND BUILDINGS

Introduction

In preparation for this series of lessons the teacher selects large pictures of a scene in an American city and of a scene in a Spanish city.

Suggested Procedure

1. The teacher calls attention to the large picture of the city. She starts by saying, "Esta es una ciudad. Nueva York es una ciudad. Chicago es una ciudad." Then, in response to "Nombren algunas ciudades americanas," the children name several cities.

   Similarly, in response to "Nombren algunas ciudades españolas," one or two Spanish cities are mentioned. The teacher then points to a little girl in the picture, and elicits the following responses:

   T: Esta es María. María está en la ciudad. ¿Dónde está María?
   C: María está en la ciudad.
   T: (Pointing to a boy standing next to María) ¿Dónde está el hermano de María?
   C: El hermano de María está en la ciudad.
   T: (Pointing to a woman standing with the children) ¿Dónde está la mamá de María?

C: La mamá de María está en la ciudad.
T: ¿Dónde están María, su hermano, y su mamá?
C: María, su hermano y su mamá están en la ciudad.

2. The following dialogue is now introduced:

Polite Form	*Familiar Form*
Isabel: Buenos días, Ana.	I: Buenos días, Ana.
Ana: Buenos días, Isabel.	A: Buenos días, Isabel.
I: ¿A dónde va Ud.?	I: ¿A dónde vas?
A: Voy al cine. ¿Y Ud.?	A: Voy al cine. ¿Y tú?
I: Yo también voy al cine. ¡Vamos! Tenemos que cruzar aquí! ¿Verdad?	I: Yo tambíen voy al cine. ¡Vamos! Tenemos que cruzar aquí ¿Verdad?
A: Sí, pero hay que tener cuidado. El semáforo está rojo.	A: Sí, pero hay que tener ciudado. El semáforo está rojo.
I: Mire, ya cambió el semáforo. Ahora está verde. Podemos cruzar.	I: Mire, ya cambió el semáforo. Ahora está verde. Podemos cruzar.

Adaptations

Buenas tardes, Ana.
Voy a la escuela.
a la tienda.
a la biblioteca.
al correo.
al museo.
a la farmacia.
al hospital.
al teatro.

3. The following monologue serves as a pleasant variation. The teacher says and acts out the following before teaching it to the class:

Estoy en la ciudad.
Camino por la acera.
Me paro en la esquina.
Veo que el semáforo está rojo .
Espero. Pronto el semáforo cambia. Ahora está verde. Cruzo la calle.

Related Vocabulary and Patterns of Speech

la ciudad	el correo	pronto
la calle	el museo	el banco
la acera	la biblioteca	ahora
la avenida	el teatro	el semáforo rojo

el edificio
la farmacia
el hospital
el cine
el ruído
el semáforo verde
cambia

en la ciudad
en la esquina
¿Dónde están . . . ?
¿Qué ve usted?
¿Qué ves
Veo . . .
nombren
algunas
¿A dónde . . .?
estoy
espero
espera
pero
Hay que tener cuidado.
Yo también.
Tenemos que cruzar.
Vamos a cruzar.
camino
camina
me paro
se para
podemos
El semáforo cambió a rojo.

Supplementary

el rascacielos
la tintorería
el garage
el hotel
la (estación) gasolinera

Suggested Activities

1. The class may be taken on a tour of the neighborhood. The children try to name in Spanish as many stores, buildings, etc., as they can. The following questions are used to encourage conversation in Spanish.

   ¿Qué ve usted (ves)?
   ¿Dónde está . . . ?
   Enséñeme (enséñame) . . .
   ¿Qué hace usted (haces)?
   Camino por la acera.
   Me paro.
   Espero.
   Cruzo la calle.

2. In the classroom one child acts out in pantomime the monologue in 3 of Suggested Procedure, while another child is called on to be the Spanish narrator.

   Está en la ciudad.
   Camina por la acera.
   Se para en la esquina.
   Ve que el semáforo está rojo.
   Espera. Pronto el semáforo cambia.
   Ahora está verde. Cruza la calle.

3. GAMES

a. One child asks, "¿Qué ve usted (ves) en la calle?" A youngster answers, "Veo la acera." Another says, "Veo la acera y la calle." The aim is to see how long a list can be repeated.

b. One child asks, "¿A dónde va usted (vas)?" He calls on a friend who answers, "Voy a la escuela." He, in turn, calls on another child who says, "Voy a la escuela y al museo." The aim is to get as long a list as possible. This is an enjoyable way of drilling the contraction of *a plus* the definite article.

TRANSPORTATION

Introduction

The children are asked to bring in toy trucks, cars, airplanes, etc. The teacher may also use pictures showing the various means of transportation.

Suggested Procedure

1. By direct association with objects on the picture or with the toy models, the Spanish names of the various means of transportation are presented to the class.

2. The following new expressions are now introduced:

   ¿Qué hace el avión?
   El avión vuela muy alto.
   ¿Qué hace el automóvil?
   El automóvil corre por la carretera.
   ¿Qué hace el barco?
   El barco navega por el mar.

3. The phrase *para ir* is peculiar to the foreign language and can be systematically practiced with the vocabulary of this lesson.

   Para ir a la escuela, camino.
   Para ir a Brooklyn, tomo el tren.
   Para ir al parque, tomo la bicicleta.
   Para ir al cine, tomo el autobús.
   Para ir a Madrid, tomo el barco o el avión.
   Para ir a la luna, tomo un cohete.

4. Now that the class knows the names of the means of transportation, as well as some adjectives, it is appropriate to begin making comparisons.

   El automóvil es más rápido que la bicicleta.
   El avión es más rápido que el automóvil.
   El cohete es más rápido que el avión.

La bicicleta es menos rápida que el automóvil.
El automóvil es menos rápido que el avión.

5. The following may be presented as a question-answer exercise. Once it is mastered, however, it may be added to the repertoire of dialogues.

Polite Form	*Familiar Form*
T: ¿Tiene usted un automóvil?	T: ¿Tienes tú un automóvil?
C: Sí. Tengo un automóvil.	
T: ¿De qué color es su automóvil?	T: ¿De qué color es tu automóvil?
C: Mi automóvil es negro.	
T: ¿Guía usted el automóvil?	T: ¿Guías tú el automóvil?
C: No, yo no guío el automóvil.	
T: ¿Quién guía el automóvil?	
C: Papá guía el automóvil.	
T: ¿Guía bien su papá el automóvil?	T: ¿Guía bien tu papá el automóvil?
C: Sí, señora, mi papá guía bien el automóvil.	

Adaptations

Mi automóvil es amarillo
rojo.
gris.
No tengo automóvil.
Mamá guía el automóvil.
Mi hermano guía el automóvil.
Mi hermana guía el automóvil.
Mamá no guía bien.

6. The following dialogue will delight the children if they are permitted to use a space helmet and a make-believe rocket to dramatize the scene.

Polite Form	*Familiar Form*
Juan: ¡Mire mi cohete!	J: ¡Mira mi cohete!
Roberto: ¡Maravilloso! ¿Usted se va?	R: ¡Maravilloso! ¿Tú te vas?
J: Ahora mismo. Voy para la luna.	J: Ahora mismo. Voy para la luna.
R: ¿Piensa Ud. divertirse en el viaje?	R: ¿Piensas divertirte en el viaje?
J: ¡Claro!	J: ¡Claro!
R: ¿Por qué?	R: ¿Por qué?
J: Porque voy a ver los planetas y las estrellas.	J: Porque voy a ver los planetas y las estrellas.
R: Magnífico. Hasta la vista, Juan.	R: Magnífico. Hasta la vista, Juan.

Related Vocabulary and Patterns of Speech

el taxi	el tren	la luna
el automóvil	el subterráneo	las estrellas
el autobús	el barco	los planetas
el camión	el avión	alto
la carretera	el cohete	magnífico
el parque		rápido (a)

maravilloso	navega	¿guía usted?
el avión vuela	el automóvil corre	¿guías tú?
yo guío	yo no guío	él guía bien
usted se va	ahora mismo	voy para
tú te vas	en el viaje	más . . . que
divertirse	para ir	mire
menos . . . que	tomo	mira
hasta la vista		

Suggested Activities

1. The children are called on to talk in Spanish about their own bicycles, cars, trucks, toy airplanes, etc.

2. For a quick review of the various means of transportation the children may be asked to draw them.

   Dibujen un avión (un camión, un barco).

3. The children are asked to look at the pictures of the various means of transportation, choose a vehicle and make up a story about it.

   Veo un taxi. El taxi es amarillo. En el taxi hay una familia. La familia va a la casa.

4. A child is requested to state where he wants to go. He then chooses the toy or picture representing the means of transportation he will use. He then makes a statement such as:

   Voy a Madrid en avión.

5. POEM

   El tren va por la vía
   Los camiones por la calle
   Los barcos van por el agua
   Y el avión por el aire.

CITY WORKERS

Introduction

The teacher has available large pictures of a street scene in an American city and a street scene in a city of one of the Spanish speaking countries. She will also need a policeman's hat, a fireman's hat and a postman's hat.

Suggested Procedure

1. After the vocabulary has been introduced, it is used with the recently learned conversational patterns as well as with several new ones.

   ¿Qué hace el chofer?
   El chofer guía un taxi (un automóvil, un autobús).
   ¿Qué hace el policía?
   El policía dirige el tránsito.
   ¿Qué hace el bombero?
   El bombero apaga el fuego.
   ¿Qué hace el cartero?
   El cartero reparte las cartas.
   El cartero lleva buenas noticias.

2. The teacher reads the following story to the class. She then asks questions based on the story and the children are expected to answer in complete Spanish sentences.

Polite Form	*Familiar Form*
Un día Carlos va a la panadería en su bicicleta. Cuando sale de la panadería no ve su bicicleta. Ve a un policía. Carlos le dice, "Buenos días, señor. ¿Ha visto mi bicicleta?" "¿De qué color es su bicicleta?" pregunta el policía. "Roja y azul," contesta Carlos. "Mire allá frente a la tienda," dice el policía. "Yo veo una bicicleta roja y azul. ¿Es suya?" "Sí, es mía," contesta Pablo. "Gracias, señor."	Un día Pablo va a la panadería en su bicicleta. Cuando sale de la panadería no ve su bicicleta. Ve a un policía. Pablo le dice, "Buenos días, señor. ¿Ha visto mi bicicleta?" "¿De qué color es tu bicicleta?" pregunta el policía. "Roja y azul," contesta Pablo. "Mira allá frente a la tienda," dice el policía. "Yo veo una bicicleta roja y azul. ¿Es tuya?" "Sí, es mía," contesta Pablo. "Gracias, señor."

1. ¿A dónde va Carlos?
2. ¿Va Carlos a pie?
3. ¿Qué no ve Carlos cuando sale de la panadería?
4. ¿A quién ve Carlos?
5. ¿Qué le pregunta Carlos al policía?

6. ¿Qué le contesta el policía?
7. ¿Dónde está la bicicleta de Carlos?

3. The same story is now presented in dialogue form and memorized.

Polite Form

Carlos: Buenos días, señor.
Policía: Buenos días, niño.
C: ¿Ha visto mi bicicleta?
P: ¿De qué color es su bicicleta?
C: Roja y azul.
P: Mire, allí hay una bicicleta frente a la tienda. ¿Es suya?
C: Sí, es mía. Gracias, señor. ¡Hasta la vista!
P: Hasta la vista, niño.

Familiar Form

C: Buenos días, señor.
P: Buenos días, niño.
C: ¿Ha visto mi bicicleta?
P: ¿De qué color es tú bicicleta?
C: Roja y azul.
P: Mira, allí hay una bicicleta frente a la tienda. ¿Es tuya?
C: Sí, es mía. Gracias, señor. ¡Hasta la vista!
P: Hasta la vista, niño.

Adaptations

¿Ha visto Ud. mi perro?
mi gato?
He perdido mi bicicleta.
mi perro.
mi gato.
Yo veo una bicicleta frente a la bodega.
un perro a la panadería.
un gato al correo.

4. Following is another example of a dialogue between a boy and a policeman:

Polite Form

B: Buenos días.
P: Buenos días.
B: ¿Puede ayudarme?
P: Con mucho gusto.
B: Estoy perdido.
P: ¿No conoce la ciudad?
B: No, no conozco la ciudad. Soy de California. Estoy aquí de paseo.
P: ¿A dónde quiere ir?
B: Al museo.
P: Bien. Siga por esta calle. En la esquina, doble a la derecha. Pronto verá el museo. Es un edificio blanco.

Familiar Form

B: Buenos días.
P: Buenos días.
B: ¿Puede ayudarme?
P: Con mucho gusto.
B: Estoy perdido.
P: ¿No conoces la ciudad?
B: No, no conozco la ciudad. Soy de California. Estoy aquí de paseo.
P: ¿A dónde quieres ir?
B: Al museo.
P: Bien, sigue por esta calle. En la esquina, dobla a la derecha. Pronto verás el museo. Es un edificio blanco.
B: Muchas gracias.

B: Muchas gracias.
P: De nada.
B: Adiós.
P: ¡Adiós y que se divierta!

P: De nada.
B: Adiós.
P: ¡Adiós, y que te diviertas!

Related Vocabulary and Patterns of Speech

el lechero	el fuego	el cartero
el cuartel	la carta	el bombero
el carro de bomberos	las noticias	el policía

¡Que se divierta!	buenas noticias
dirige el tránsito	¿(Usted) Ha visto . . .?
apaga el fuego	¿Has visto?
reparte las cartas	¡Que te diviertas!
lleva noticias	es mío (es mía)
dice	es tuyo (es tuya)
pregunta	estoy seguro (a)
contesta	allá
de nada	va a pie
ayudo	sale de
usted lleva	trae
frente a	traiga
para mí	mire
con mucho gusto	mira
estoy perdido	ayudarme
vamos a ver	conoce
de paseo	quiere ir
verá	siga
doble	sigue

Suggested Activities

1. The following *adivinanzas* are first presented as riddles and are then memorized.

   a. Yo estoy en medio de la calle.
   Llevo un traje azul.
   Ayudo a los niños a cruzar la calle.
   ¿Quién soy?

   b. Yo guío un carro de bomberos.
   Llevo un sombrero negro.
   Apago el fuego.
   ¿Quién soy?

2. A child is called on to choose the policeman's, the fireman's or the postman's hat. He puts it on and calls on a friend who says:

Polite Form	*Familiar Form*
Usted es el bombero.	Tú eres el bombero.
Usted lleva un sombrero negro.	Llevas un sombrero negro.

The child with the hat then says:
Sí. Yo soy el bombero.
Llevo un sombrero negro.

3. POEMS

a. *El Bombero*

Oye, oye la sirena
Del carro del bombero
Va de prisa, muy de prisa
Tiene que apagar el fuego.

b. *El Cartero*

Lleva un uniforme azul
y en el hombro una valija
Conoce todas las calles
bulevares y avenidas.

Anda toda la ciudad
calle abajo, calle arriba
Y a todos nos lleva cartas
de una persona querida.

A VISIT TO THE PARK AND THE ZOO

Introduction

Before beginning this series of lessons, the teacher will be prepared with pictures representing the four seasons, pictures of scenes in a park and models or pictures of zoo animals. If at all possible, she should have available pictures of a park scene in Madrid or Mexico City as well as a park scene in New York.

Suggested Procedure

1. Before teaching the following dialogue, the teacher may explain it in English in this manner:

Mother is surprised to find that the children are so happy this morning. They remind her that it is a holiday and suggest going to the park and to the zoo. Mother agrees.

Mamá: ¿Por qué están alegres esta mañana?
Luiso y Juan: ¡Hoy es día de fiesta!
Mamá: ¿Qué van a hacer ustedes?
Luisa: ¿Por qué no vamos a un parque?
Juan: ¿Qué tal el zoológico?
Mamá: Es buena idea. Me gusta caminar por el parque.

2. Basic to conversations about the park and the zoo is a knowledge of the seasons and the weather. To teach the seasons, the teacher starts by directing the conversation toward the date and days of the week. This will lead to:

   ¿En qué estación estamos?
   Estamos en el otoño (el invierno, el verano, la primavera).
   Nombre las cuatro estaciones.
   Las cuatro estaciones son: el otoño, el invierno, el verano, la primavera.

3. This is also the logical time to review the months of the year.

4. As soon as the names of the months and seasons are learned, the conversation can be directed in such a way as to drill various forms of *gustarle.*

   ¿Le gusta a usted (te gusta) la primavera?
   Sí, me gusta la primavera.
   ¿Le gusta a él la primavera?
   Sí, a él le gusta la primavera.
   ¿Nos gusta la primavera?
   Sí, nos gusta la primavera.
   ¿Les gusta la primavera a Juan y a Luisa?
   Sí, a ellos les gusta la primavera.

5. One way to provide practice in the use of the *tú* form with the verb *gustar* is to ask a child to pretend he is questioning his brother or sister about his or her likes and dislikes.

   Juan: Felipe, ¿te gusta ir al parque?
   Felipe: Sí, Juan, me gusta mucho ir al parque.
   Luisa: María, ¿te gusta cantar?
   María: Sí, Luisa, me gusta cantar.

6. In the same way as in 4. above, the negative forms of the verb *gustar* are drilled orally.

   ¿A quién no le gusta el invierno?
   A mí no me gusta el invierno.
   ¿A María, le gusta el verano?
   No, a María, no le gusta el verano.
   Juan, ¿le gusta a usted el otoño?
   No, no me gusta el otoño.
   ¿A María y a Juan, les gusta ir al parque?
   No, a ellos no les gusta ir al parque.

7. The patterns *en el verano, en el invierno, en el otoño,* and *en la primavera* may now be presented and drilled in combination with the previously learned. *¿Qué tiempo hace?*

¿Qué tiempo hace en el invierno?
En el invierno siempre hace frío. Nieva.
¿Qué tiempo hace en el verano?
En el verano hace calor.
¿Qué tiempo hace en el otoño?
En el otoño hace buen tiempo.
¿Qué tiempo hace en la primavera?
En la primavera hace fresco.
Hace viento.
Llueve mucho en la primavera.

8. A picture of a park scene is displayed in front of the room. Now that the youngsters can talk about the seasons, the weather, the months of the year, etc., they will be able to describe what they see in the pictures.

¿Qué es ésto?
Es un parque.
¿En qué estación estamos?
Estamos en la primavera.
¿Qué tiempo hace?
Hace buen tiempo.
¿Qué hay en el parque?
En el parque hay flores, hierba y pájaros.
¿Qué hay en la rama del árboi.
Hay un nido en la rama del árbol.

9. The frequently used irregular verb *ver* should be drilled conversationally in all persons of the present tense.

¿Qué ve usted (ves) en el parque?
Veo flores en el parque.
¿Qué ve el?
Ve flores.
¿Qué vemos nosotros?
Vemos flores.
¿Qué veo en el parque?
Usted ve flores.
¿Qué ven María y Luisa en el parque?
(Ellas) ven flores.
¿Qué ves tú, chico?
Veo flores.

10. The Spanish equivalents of the names of the zoo animals are now taught with the aid of pictures or models of the animals.

11. As an exercise in comprehension, the following paragraph is read to the class. The children are then expected to answer the questions orally in Spanish, using complete sentences. If the children are fairly well advanced in their reading, this paragraph may be rexographed and distributed for use as a reading exercise. Toward the end of the 3rd year of Spanish instruction, the children should also be able to copy accurately this paragraph or one of the same degree of difficulty, and to write the answers to the questions in Spanish.

Hoy es día de fiesta. Luisa y Juan van al parque zoológico con su mamá. Miran timidamente los leopardos, los tigres y los leones. Son animales feroces. Miran también los elefantes, los osos, y los monos. Los monos son realmente graciosos. A los elefantes les gusta el maní. A los monos también les gusta. Luisa compra maní y lo da a los monos y a los elefantes. ¡Uno se divierte en el parque zoológico!

1. ¿Qué día es hoy?
2. ¿A dónde van Luisa y Juan?
3. ¿Cómo son los leopardos, los tigres y los leones?
4. ¿Cómo son los monos?
5. ¿Qué le da Luisa a los monos y a los elefantes?

Related Vocabulary and Patterns of Speech

el parque	enero	julio
el parque zoológico	febrero	agosto
la estación	marzo	septiembre
la primavera	abril	octubre
el verano	mayo	noviembre
el otoño	junio	diciembre
el invierno	el lobo	alegre
el árbol	el animal (los animales)	realmente
la rama		gracioso
el nido	el oso	siempre
el leopardo	el mono	chico
el tigre	el elefante	el maní
el león	una buena idea	hace viento
en la primavera	hace buen tiempo	llueve
en el verano	hace frío	nieva
en el otoño	hace calor	feroz (feroces)
en el invierno	hace fresco	uno se divierte
un día de fiesta		
¿Veo yo . . . ?	Yo veo . . .	Yo no veo . . .
¿Vemos nosotros . . . ?	Nosotros vemos . . .	Nostoros no vemos

¿Ves tú . . . ?	Tú ves . . .	Tú no ves . . .
¿Ve usted . . . ?	Usted ve . . .	Usted no ve . . .
¿Ven ustedes . . . ?	Ustedes ven . . .	Ustedes no ven . . .
¿Ve él . . . ?	Él ve . . .	Él no ve . . .
¿Ve ella . . . ?	Ella ve . . .	Ella no ve . . .
¿Ven ellos . . . ?	Ellos ven . . .	Ellos no ven . . .
¿Ven ellas . . . ?	Ellas ven . . .	Ellas no ven . . .

Suggested Activities

1. The children are asked to bring in pictures of park or zoo scenes and to be able to describe them briefly in Spanish.
2. Once the vocabulary is well learned orally, the children are asked to match the written names of the animals with the pictures.
3. Felt cut outs of animals are placed on a tray. A pupil is called on to choose an animal and say a sentence about it. If he succeeds, he is permitted to place the animal on the felt board which becomes an imaginary zoo.
4. GAMES
   a. A leader is chosen who, in turn, calls on various classmates to act the part of a wolf, elephant, etc. The command is

Polite Form	*Familiar Form*
Haga de lobo.	Haz de lobo.
Haga de elefante.	Haz de elefante.

   b. A child is called on to act like one of the animals. His classmates have to guess which animal he is by saying:

Polite Form	*Familiar Form*
Usted hace de lobo.	Tú haces de lobo.
Usted hace de elefante.	Tú haces de elefante.

   c. *En el Jardin Zoológico*
   Children sit in 2 rows facing each other. Each child is given the name of an animal found in the zoo. These may include names of animals previously learned: el perro, el gato, el caballo, etc. The names are duplicated in each row. The leader stands at one end of the double row and says:

   Leader: Buenos días, amigos.
   Class: Buenos días . . . ¿A dónde va usted (vas)?
   Leader: Voy al jardin zoológico.
   Class: ¿Qué animal hay en el jardín?
   The leader names an animal: En el jardín hay *un tigre.*

The two children, one in each row, representing the animal mentioned, quickly exchange seats. The leader tries to reach one of the chairs first. If he succeeds, the child who lost his chair becomes leader.

As a variation, the leader may say: "En el jardín hay de todos los animales." All the children in both rows exchange seats.

5. POEMS

a. *Arre Caballito*

Arre, caballito
Vamos a correr
Que mañana es fiesta
Pasado también.

Arre, caballito
Vamos a correr
A comer un poco
Y luego a beber.

b. *Cinco Lobitos*

Cinco lobitos
Tenía la loba
Blancos y lindos
Detrás de la loma

Cinco tenía
Cinco cuidaba
A todos cinco
Leche les daba.

c. En enero hace frio
En febrero también
En marzo hace viento
En abril está bien
En mayo hay flores
Y en junio el amor
En julio vacaciones
Y en agosto el calor
En septiembre hay neblina
En octubre el tronar
Noviembre trae lluvia
Y diciembre el nevar.

d. Treinta días tiene septiembre
Con abril, junio, y noviembre
Y los demás treinta y uno.
Excepto febrero mocho
Que sólo trae veintiocho.

PLANNING A TRIP

Introduction

This topic has been planned especially for the 6th grade child, who, through his work in social studies, and through the growing awareness of the importance of the world around him, recognizes the need to become better acquainted with countries other than his own. In this series of lessons the teacher, in addition to presenting and drilling the new structural patterns, will take every opportunity to acquaint the children with the way of life and the people of Spain and of the other Spanish-speaking countries. This does not mean a detailed study of the geography, history, literature, arts and sciences of Spain and Latin America. More appropriate at this stage is the understanding of the way of life of a Spanish-speaking child of approximately the same age as our

6th grade youngsters. What life is like in Madrid or in any other Spanish or Latin American city is of great interest to most children of this age. For this, the teacher will need pictures of places of interest and well-known monuments, posters and picture post cards of cities like Madrid, Seville, San Juan, Buenos Aires, or Mexico City. Pictures, posters, stamps, coins and appropriate newspaper and magazine articles should be displayed in the room, together with any material characteristic of Hispanic culture. This is the time, too, to make use of available slides, movies, filmstrips, records and tapes that will help bring the spirit of Spain and Latin America into the classroom.

Suggested Procedure

1. The teacher begins this series of lessons by teaching the following dialogue. First, she explains it in English in this way: Robert walks into John's room and finds him writing a letter to his Spanish friend, Paul. Robert is indeed surprised and envious when he learns that John is writing to tell Paul that he will be in Madrid for the summer.

Polite Form	*Familiar Form*
Roberto: ¿Qué hace usted, Juan?	R: Qué haces, Juan?
Juan: Escribo una carta a Pablo, mi amigo español.	J: Escribo una carta a Pablo, mi amigo español.
R: ¿Le escribe (usted) algo interesante?	R: ¿Le escribes algo interesante?
J: Creo que sí. Le escribo que nosotros estaremos en Madrid todo el verano.	J.: Creo que sí. Le escribo que nosotros estaremos en Madrid todo el verano.
R: ¿En Madrid? ¿Todo el verano? ¡Qué buena suerte!	R: ¿En Madrid? ¿Todo el verano? ¡Qué buena suerte!

2. Once the dialogue is learned, the structural forms of *escribir* are presented and drilled. One way of doing this is by reviewing the Gouin series previously taught, and adding to it forms of the verb *escribir.*

Polite Form	*Familiar Form*
T: Levántese usted.	T: Levántate.
C: Me levanto	C: Me levanto.
T: Vaya a la pizarra.	T: Ve a la pizarra.
C: Voy a la pizarra.	C: Voy a la pizarra.
T: Tome la tiza.	T: Toma la tiza.
C: Tomo la tiza.	C: Tomo la tiza.
T: Escriba el número 5.	T: Escribe el número 5.
C: Escribo el número 5.	C: Escribo el número 5.

3. An interesting way to practice new forms of the verbs already learned is to have the class act as a Greek chorus repeating in the 3rd person what one child says in the 1st person singular. For example:

Polite Form	*Familiar Form*
T: Levántese, Juan.	T: Levántate, Juan.
C: Me levanto.	C: Me levanto.
Chorus: El se levanta.	Chorus: El se levanta.
T: Vaya a la pizarra.	T: Ve a la pizarra.
C: Voy a la pizarra.	C: Voy a la pizarra.
Chorus: El va a la pizarra.	Chorus: El va a la pizarra.
T: Tome la tiza.	T: Toma la tiza.
C: Tomo la tiza.	C: Tomo la tiza.
Chorus: El toma la tiza.	Chorus: El toma la tiza.
T: Escriba el número 5.	T: Escribe el número 5.
C: Escribo el número 5.	C: Escribo el número 5.
Chorus: El escribe el número 5.	Chorus: El escribe el número 5.

When a girl is called on to respond to the teacher's command and to say in Spanish what she is doing, the chorus has an opportunity to drill the *ella* form. For example:

T: María, escriba (escribe) el número 5.
C: Escribo el número 5.
Chorus: Ella escribe el número 5.

When two children are called on to act and recite in unison, the *nosotros* form and the *ellas* form are practiced. For example:

E: María y Carmen, escriban el número 5.
M. and C: Escribimos el número 5.
Chorus: Ellas escriben el número 5.

4. In the dialogue, the expression *todo el verano* is used. This is a good time to practice some commonly used expressions of time. The teacher begins by asking the children to repeat after her as follows:

T: Estoy en la escuela todo el día.
Class: Estoy en la escuela todo el día.
T: Trabajo toda la mañana.
Class: Trabajo toda la mañana.
T: Voy a la escuela todo el año.
Class: Voy a la escuela todo el año.
T: Estoy aquí toda la tarde.
Class: Estoy aquí toda la tarde.

The teacher then may reinforce this pattern with questions and answers.

T: ¿Dónde está usted (estás) toda la mañana?
C: Estoy en la escuela toda la mañana.
T: ¿Qué hace (haces) usted todo el año.
C: Voy a la escuela todo el año.

5. In the dialogue the future tense is used in the phrase, *estaremos en Madrid.* The children will probably be ready to cope with another tense at this time and the future can be taught in the affirmative and negative. For example:

T: Estaré en Nueva York el mes de julio. ¿Dónde estará usted?
C: Estaré en Nueva York el mes de julio.
T: Dónde estará Roberto el mes de julio?
C: Estará en Nueva York.
T: ¿Quién estará en Madrid el mes de julio?
C: Juan estará en Madrid el mes de julio.
T: ¿Estará usted (estarás) en Madrid el mes de julio?
C: No, no estaré en Madrid el mes de julio.
T: ¿Estaremos en Madrid el mes de julio?
C: Sí, estaremos en Madrid el mes de julio.
T: ¿Estarán ellos en Madrid el mes de julio?
C: No, no estarán en Madrid el mes de julio.

6. To avoid boredom which might result from memorizing and repeating too many dialogues, the next few lessons are developed from a paragraph in Spanish, read aloud by the teacher. First, all the new words and phrases are explained by direct association with actions, pictures, or objects. Then a summary is given in English. (This may be unnecessary for some classes.) Finally, the paragraph is read in Spanish, twice. This is followed by questions in Spanish, which test comprehension, and act as a springboard for conversation in the foreign language.

La Señora García prepara el equipaje. Toma una maleta y un baúl. La maleta es más pequeña, y más ligera que el baúl. El baúl es más grande y más pesado. En la maleta pone los cepillos, los peines, los cepillos de dientes, pasta dentífrica, las pijamas, la ropa interior y los calcetines. En el baúl pone los vestidos, las camisas, y los zapatos. También toma los trajes de baño y los impermeables. A veces llueve en Madrid.

1. ¿Qué prepara la señora García?
2. ¿Qué toma ella?
3. ¿Cuál es más grande, el baúl o la maleta?
4. ¿Cuál es más ligero, el baúl o la maleta?
5. ¿Qué pone ella en el baúl?
6. ¿Qué pone ella en la maleta?

7. The verbs *preparar, tomar, poner, ser* and *llover* are taught and drilled in all the forms of the present tense.

8. Some time should be spent on the comparison of adjectives. The children have learned from the story that *la maleta es más pequeña que el baúl* and that *la maleta es más ligera que el baúl*. The teacher presents additional examples using familiar vocabulary.

   María es más grande que Luisa.

   As an exercise, the teacher mentions or points to two objects or people and then adds an adjective. She calls on a child to make the comparison. For example:

   T: Juan, Jorge (grande)
   C: Juan es más grande que Jorge.
   T: El gato, el elefante (pequeño)
   C: El gato es más pequeño que el elefante.

   At the same time, the teacher reviews the agreement of the adjective with the noun *la maleta — más pequeña; el gato — más pequeño.*

9. Up to this point, the children have been talking in Spanish about planning a trip and packing for it. Now they are ready to enjoy John's visit to Madrid. One way of doing this is by having the children dramatize a scene that takes place in Madrid. The scene can be given the same treatment as a dialogue or can be expanded and acted out with props as elaborate or as simple as the classroom situation permits. The characters are Juan, his friend Pablo, and a taxi driver.

Polite Form	*Familiar Form*
Pablo: Ahora, v a m o s por Madrid para ver los sitios de interés.	P: Ahora vamos por Madrid para ver los sitios de interés.
Juan: ¡Qué simpático es usted!	J: ¡Qué simpático eres!
P: Llévenos primero a la Plaza del Sol. Entonces, siga por la Calle de Alcalá hasta la Plaza de la Independencia.	P: Llévanos primero a la Plaza del Sol. Entonces, sigue por la Calle de Alcalá hasta la Plaza de la Independencia.
Chofer: Con mucho gusto, señor.	Chofer: Con mucho gusto, señor.
J: ¿No está el Parque del Retiro allí?	J: ¿No está el Parque del Retiro allí?
P: Usted es un verdadero Madrileño. (al chofer) Por favor, vaya usted por el Paseo del Prado.	P: Tú eres un verdadero Madrileño. (al chofer) Por favor, ve por el Paseo del Prado.
J: ¡El Museo del Prado! (pointing his finger)	J:. ¡El Museo del Prado! (Pointing his finger)
P: Tiene usted razón. No necesita usted un guía.	P: Tienes razón. No necesitas, guía.

J: Usted puede ver que he estudiado bién el español en la escuela.

J: Puedes ver que he estudiado bien el español en la escuela.

10. Now is the time for the teacher to tell the children something about the city of Madrid, Seville, Buenos Aires, Mexico City, San Juan, or of any city in Latin America with which the teacher is most familiar.

Related Vocabulary and Patterns of Speech

el equipaje
la maleta
el baúl
el cepillo
el peine
el cepillo de dientes
un guía

la pasta dentífrica
la ropa interior
el traje de baño
ligero (a)
pesado (a)
el impermeable

escribir
estar (future)
primero
siga
hasta
ahora
bien

algo interesante
todo el día
toda la tarde
todo el año
toda la mañana
todo el tiempo
creo que sí
¡Qué buena suerte!
con mucho gusto

a veces
de veras
no necesita
no necesitas
tiene razón
tienes razón
qué simpático
el sitio de interés
hacer la maleta

Suggested Activities

1. Have children bring in pictures of places of interest in Spain or Latin America.

2. Have children pretend they are packing a bag to take a trip. Use a cardboard case or box. Have a collection of pictures of articles of clothing, toothbrush, comb, etc. One child starts:

   Hago la maleta.

   He selects a picture, places it in the case and says:

   Pongo . . . en la maleta.

   One child after another selects a card, places it in the case saying:

   Pongo . . . en la maleta.

3. In response to: *Vamos a dar un paseo por Madrid. ¿Qué ven ustedes?* the children tell in Spanish what they would see while taking a walk in Madrid (or Buenos Aires, or Mexico City). For example: "Veo el Museo del Prado." "Veo el Parque del Retiro."

4. Show picture post cards or pictures of Madrid, Mexico City, etc. See how many places the children can name.
5. Place these pictures in a box. Have one child at a time pick one and name it.
6. Play records of typical Spanish and Latin American songs and dances.
7. POEMS

a. *La Española*
Española soy, señores
y la jota bailo yo
tocando las castañuelas
soy como el rayo de sol.

b. *El Mejicano*
Mejicano soy, señores
a mí me gusta cantar
y con mi sombrero ancho
el jarabe sé bailar.

c. Si todos los pueblos de América
formaran sólo una nación
¡Qué grande sería ese pueblo
y qué hermoso su corazón!

Si todos los pueblos del mundo
formaran sólo una nación
¡Qué inmenso sería ese pueblo
y qué noble su corazón!

d. *Niño Indio*
Niño indio de los llanos
conmigo ven a jugar.
Todos los niños de América
siempre nos hemos de amar.

Niño indio de los bosques
conmigo ven a cantar.
Todos los niños de América
haremos un solo hogar.

RECREATION AND SPORTS

Introduction

Children learn best what is meaningful to them, and what they can relate to their own environment and way of life. Not only is the topic of sports of great interest to children of this age, but in learning about games typical of Spain and Latin America, they gain a greater insight into and an understanding of the way of life of the people of these lands through a knowledge of how they seek fun and relaxation.

Suggested Procedure

1. Before beginning this topic in Spanish, the teacher should discuss with the children what sports are popular in Spain and Latin America. Just as Americans do, the people of Spain and Latin America love sports. The national sport of Spain and a popular one in some Latin American countries is, of course, bull fighting. Not the Micky Mantles nor the Joe Di Magggios but "los toreros" are the national heroes of Spain. On a Sunday or a holiday, when the bulls are running, *los aficionados* flock to the *plaza de toros* to see *la corrida* and shout, *¡olé!* for their favorite *torero.*

Another game enjoyed by Latin Americans is *jai alai,* a game similar to our handball and of true Spanish origin.

Baseball, our national sport, is also the favorite of many Latin Americans and some of their best players have joined the Yankees and other top American teams.

Both in Spain and Latin America the game of *fútbol* is very popular. This is not the same game as our football, but is what we call soccer. Many people play basketball, tennis, and golf, swim and ride horseback, just as we do here in the United States.

2. To introduce the following dialogue, the teacher may discuss with the class those sports which are most popular. She then presents the following dialogue:

Polite Form	*Familiar Form*
Carlos: Alberto, ¿es usted aficionado a los deportes?	C: Alberto, ¿eres tú aficionado a los deportes?
Alberto: Sí, Carlos. El béisbol es mi deporte favorito.	A: Sí, Carlos. El béisbol es mi deporte favorito.
C: ¿Con quién juega usted?	C: ¿Con quién juegas?
A: Durante el verano, cuando hace buen tiempo, juego al béisbol con mis amigos. Tenemos un equipo.	A: Durante el verano, cuando hace buen tiempo, juego al béisbol con mis amigos. Tenemos un equipo.
C: ¿Dónde juegan ustedes?	C: ¿Dónde juegan ustedes?
A: Vamos al parque. Jugamos contra otros equipos. A veces ganamos el partido, a veces perdemos.	A: Vamos al parque. Jugamos contra otros equipos. A veces ganamos el partido, a veces perdemos.

3. This is a good time to review the seasons and the weather, since these are deciding factors as to which sports are played.

T: ¿En qué estación estamos?
C: Estamos en la primavera, (el verano, el otoño, el invierno).
T: Qué tiempo hace en la primavera? (el verano, etc.)
C: Hace fresco (calor, viento, frío).

4. Now the teacher can develop the sports played in the different seasons of the year at the same time that she drills the structural forms of *jugar.*

T: A qué deporte juega usted (juegas) en la primavera?
C: Juego al béisbol.
T: ¿A qué deporte juega usted (juegas) en el verano?
C: Juego al tenis.
T: ¿A qué deporte juega Juan?
C: Juega al tenis.

T: ¿A qué deporte juegan los niños en el otoño?
C: Juegan al fútbol.
T: ¿A qué juegan las niñas en la escuela en el invierno?
C: Juegan al básquetbol.
T: ¿A qué deporte juegan ustedes?
C: Jugamos al béisbol.

5. In the same way, the teacher may develcp and practice all the forms of the verbs used in the dialogue in the affirmative and in the negative: *tener, hacer, perder, ganar.*

T: ¿Tiene usted (tienes) un deporte favorito?
C: Sí, Juan tiene un deporte favorito.
T: ¿Tiene Juan un deporte favorito?
C: Sí, Juan tiene un deporte favorito.
T: ¿Tienen ustedes un deporte favorito?
C: Sí, tenemos un deporte favorito.
T: ¿Tienen ellos un deporte favorito?
C: Sí, tienen un deporte favorito.

T: ¿Gana usted (ganas) el partido?
C: No, no gano siempre el partido.
T: ¿Ganan ellos el partido?
C: No, no ganan siempre el partido.
T: ¿Ganan ustedes el partido?
C: No, no ganamos siempre el partido.

T:¿Pierde usted (pierdes) el partido a veces?
C: Sí, pierdo el partido a veces.
T: ¿Pierden ellos el partido?
C: Sí, pierden el partido a veces.
T: ¿Pierden ustedes el partido?
C: No, no perdemos el partido.

T: ¿Ganará usted (ganarás) el partido?
C: Sí, ganaré el partido.
T: ¿Ganarán ellos el partido?
C: No, no ganarán el partido.
T: ¿Ganarán ustedes el partido?
C: Sí, ganaremos el partido.

The future of *perder* can be practiced in the same way.

6. The directed dialogue is a difficult drill but one which develops the ability to think in the foreign language by requiring quick comprehension and spontaneous restatement of a structural pattern. For example:

Polite Form	*Familiar Form*
T: María, pregúnteme si juego al tenis.	T: Luisa, pregúntale a Juan si él juega al béisbol.
M: ¿Juega Ud. al tenis?	L: ¿Juan, juegas al béisbol?
T: Sí, juego al tenis. Luisa, pregúntele a Juan si él juega al béisbol.	J: Sí, juego al béisbol.
L: ¿Juan, juega Ud. al béisbol?	T: Juan, pregúntale a Pedro si él juega al básquetbol?
J: Sí, juego al béisbol.	J: ¿Pedro, juegas al básquetbol?
T: Juan, pregúntele a Pedro si él juega al básquetbol.	P: No, no juego al básquetbol.
J: ¿Pedro, juega Ud. al básquetbol?	
P: No, no juego al básquetbol.	

7. The expression, *es aficionado a* is used in the dialogue. The children may become familiar with this pattern by repeating after the teacher the following sentences:

T: Soy aficionado al tenis.
Class: Soy aficionado al tenis.
T: Juan es aficionado al béisbol.
Class: Juan es aficionado al béisbol.
T: María es aficionado al básquetbol.
Class: María es aficionado al básquetbol.
T: Los niños son aficionados al fútbol.
Class: Los niños son aficionados al fútbol.
T: Las niñas son aficionadas al tenis.
Class: Las niñas son aficionadas al tenis.
T: Nosotros somos aficionados a los deportes.
Class: Nosotros somos aficionados a los deportes.

The teacher should call to the attention of the children the change in the ending of the word *aficionado* when used in the plural or with a feminine noun. This is practiced in the following way:

T: ¿A qué deporte es usted aficionado, Juan?
C: Soy aficionado al béisbol.
T: ¿A qué deporte es usted aficionada, María?
C: Soy aficionada al básquetbol.
T: ¿A qué deporte son los niños aficionados?
C: Los niños son aficionados al fútbol.
T: ¿A qué deporte son ustedes aficionados?
C: Somos aficionados al tenis.

8. The following paragraph is based on sports not mentioned in the dialogue. After the new words and phrases have been taught and drilled, the teacher reads the paragraph to the class and asks questions based on it. The children are expected to answer in complete Spanish sentences.

Durante el verano los niños están de vacaciones. Juan va a la playa. Le gusta nadar en el mar. Carlos nada en la piscina. Los dos niños nadan bien. María juega al golf. A ella le gusta mucho. También le gusta remar en el lago y montar a caballo en el Parque Central. Todos los niños se divierten mucho durante las vacaciones.

1. ¿Cuándo están los niños de vacaciones?
2. ¿A dónde va Juan?
3. ¿Qué hace Juan en la playa?
4. ¿Dónde nada Carlos?
5. ¿Le gusta a María jugar al golf o al tenis?
6. ¿Dónde rema ella?
7. ¿Qué hacen los niños en el lago del Parque Central?
8. ¿Dónde monta a caballo?
9. ¿Se divierten los niños durante las vacaciones?

9. When the teacher is reasonably sure that the vocabulary and ptterns of the paragraph in 8 above have been mastered to the extent that they can be readily understood when heard, and accurately used in conversation, she may present it as an exercise in reading. The recommended procedure for a reading lesson is outlined in the section on "Reading" on page 11 of this bulletin.

10. At this time, the same paragraph can be used as a writing exercise. The teacher requires the children to copy the paragraph in 8 above (all or part, depending upon extent of previous writing experience). She then selects a few sentences for dictation practice.

Related Vocabulary and Patterns of Speech

el deporte	la piscina	jugar
el equipo	las vacaciones	ganar
el partido	favorito (a)	perder
el béisbol	otro (a)	nadar
el golf	siempre	remar
el tenis	también	montar a caballo
el básquetbol	contra	estar de vacaciones
el mar	a veces	divertirse
la playa	ser aficionado (a)	gustarle (a uno)
el lago	pescar	jai alai

Suggested Activities

1. Have children collect from newspapers, magazines, etc., pictures of various sports and games.

2. A child selects one of these pictures and tells what he sees.

   El niño nada en el mar.
   El equipo juega al béisbol.
   La mujer monta a caballo.

3. Have children bring in pictures of bull rings, bull fighters, ***jai alai*** games, etc.

4. GAMES

   a. ¿A qué juego?

   A child pantomimes an action in a game — batting a ball, swinging a tennis racket, swimming, etc. He then calls on a child and asks, "¿A qué deporte juego?" The child answers, "Usted nada (tú nadas)" or "Usted juega (tú juegas) al béisbol."

   The child who answers correctly then pantomimes another sport and the game continues.

   b. Béisbol

   Divide the class into 2 teams. Select a pitcher and a catcher for each team. Mark off in the room 1st, 2nd, and 3rd base.

   When the first child is up at bat, the pitcher flashes a card (the cards may be anything in any area the teacher wishes to strengthen — numbers, speech patterns, actions, sports, etc.). If the batter correctly answers first, he moves to first base. If the catcher of the other team answers first, the batter is out. For each correct answer by a batter, the runners move on to the next base. The score is the number of runners who come home. When 3 players are out, the other team comes up to bat.

5. POEMS

   a. *Nadador*[1]

   ¿Tienes miedo al agua?
   No, señor.
   Pues serás bien pronto
   un nadador.

   ¿Tienes miedo al agua?
   No, señor.
   Pues serás un buen
   zambullidor.

   Nada, nada,
   nada sin cesar,
   nada, nada
   por el ancho mar.

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